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# THE MENTOR

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*PUBLISHED BY THE ALUMNI ASSOCIATION OF THE  
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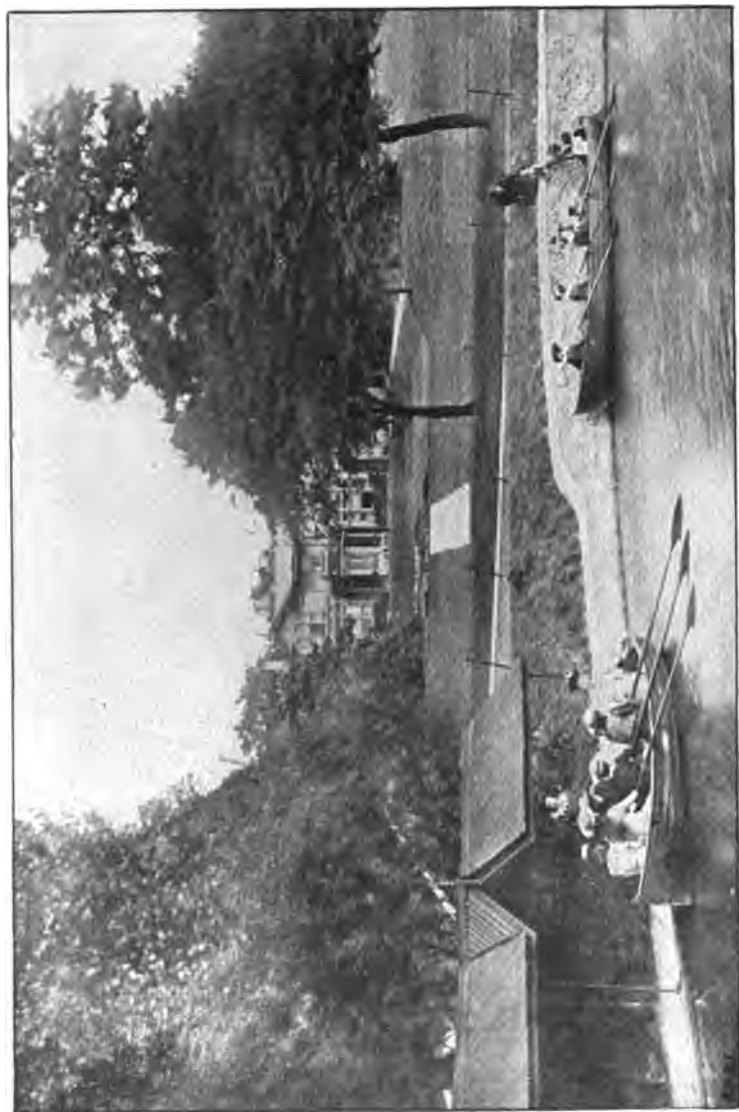
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ROYAL NORMAL COLLEGE FOR THE BLIND.  
Boating Lake and Principal's House ("Windermere"). Looking South.



# THE MENTOR

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VOL. IV.

JANUARY, 1894.

No. 1

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1893.

THE old year is departing; and in the record of the work he has wrought for us one thing stands out far above all others, a precious legacy to the future. No student of blindness has failed to recognize how great an impediment the costliness of embossed books places in the way of independent reading and study. Notwithstanding all the generous efforts of public and private charity which have done much toward multiplying books, the root of the difficulty—the actual cost—had not been reached until the Hall stereotype-maker appeared. Its work has been a splendid demonstration of the clearness, accuracy, speed, and cheapness with which stereotype plates for embossed printing can be produced. Perhaps the greatest possibilities of the machine have not yet been attained; but already large brass plates of thirty-two lines and two hundred and twenty-five words have been prepared for printing, at a cost of less than eighteen cents per page. What a wealth of literature does this promise to the blind, if those who have it in their power will fully utilize this grand invention!

Moreover, its value lies not alone in the possible abundance and cheapness of its products, but also in the fact that it can be operated without sight as well as with; and thus it adds a new occupation to those already available. All thanks go with the good old year for this priceless gift to the blind, and deep and lasting gratitude to the generous inventor, whose work will be better appreciated as it becomes more widely known!





something were sure to happen to prevent you, just as you are coming to the end of the journey.

Well, as Homer tells the story, Telemachus, when he had grown to be a fine young man, started with Mentor to find what had happened to his father Ulysses. They went together to the court of Menelaus, who had returned long before.

Fénelon, the French abbé, who had the charge of the education of the heir to the crown of France, told this little bit of story about Mentor and Telemachus; and he made a long story—longer than the *Odyssey*, I think—about the travels of Telemachus and Mentor, in search of the father of Telemachus. This book became very famous, though I am afraid very few people read it now. It carried the two to Egypt, where they were made slaves, and afterward to Syria, and then to Calypso's Island, wherever that was,—where they came after Ulysses had left it,—and then to Crete, where Mentor helped a king out of his troubles by his wisdom, and then home to Ithaca, just as Ulysses himself came there. There are twenty-four parts, or books, about their adventures.

In all these books Mentor gives Telemachus excellently good advice; and, whenever Telemachus takes it, he succeeds, and whenever he does not take it he goes to the dogs, and has to tell Mentor afterwards that he is very sorry. And so it is with Mentor and Idomeneus,—and, indeed, in all the interviews which Mentor has with anybody. He always gives them the best advice which Fénelon knew how to imagine for him. To tell the truth, in our days it seems sometimes as if the advice were very long and tedious; and young readers are apt to wish that he could have made it shorter.

In the end of the whole it proves that the goddess Minerva, who was the goddess of celestial wisdom, had taken the form of Mentor all the time. And so, because he spoke the words of celestial wisdom all the time, his words were always true and his plans successful. At the end Mentor and Telemachus have been offering a sacrifice

to Minerva. As soon as it was ended, Telemachus follows his guardian "into the darkest recess of a neighboring wood; and here he suddenly saw the countenance of his friend assume a new form. The wrinkles disappeared, as the shadows of the night vanish when the rosy fingers of Aurora throw back the portals of the east, and kindle the horizon with the beams of the day. His eyes, which had been keen and sunken, changed to a celestial blue, and sparkled with divine radiance. His beard, grizzled and neglected, totally vanished; and the sight of Telemachus was dazzled by new features, which were at once mild and awful, lovely and majestic. He saw the countenance of a woman, soft and delicate as the leaves of a flower just opening to the sun, and blooming with the tints both of the lily and the rose: it was distinguished by the ineffable beauty of eternal youth and the easy dignity of familiar greatness. Her flowing hair impregnated the gale with ambrosial odors; and her robes shone with various and vivid splendor, like the clouds of heaven, which the sun diversifies and irradiates with his earliest light."

This passage is the only specimen which we can give our readers of the style of this celebrated story. Let them remember that there is about one thousand times as much as this, and they will have some gratitude to the friend who has abridged for them the account it gives of Mentor. Mentor is really more the hero of the book than Telemachus.

And the readers of this magazine must remember that in the mind of Fénelon Mentor represents heavenly wisdom. It is not simply the wisdom of contrivance and skill,—the wisdom which plans methods for carrying out purposes. It is the wisdom which obeys the eternal laws of right: it knows what the right is, and it practises what it knows.

Could we have a better name for our magazine?

EDWARD E. HALE.

## LIFE'S TEACHINGS.

*A Paper read before the Congress of Instructors and Friends of the Blind, held in Chicago, July, 1893, by F. J. Campbell, LL.D., Principal of the Royal Normal College for the Blind, Upper Norwood.*

## I.

“Footprints that perhaps another,  
Sailing o'er life's solemn main,  
A forlorn and shipwrecked brother,  
Seeing, shall take heart again.”

IN 1892 I offered to write a paper for the Congress of Practical Methods of preparing the blind for self-maintenance. The announcement in the tentative programme of my paper on “The Musical Education of the Blind” caused some disappointment. Having maintained for the last forty years that music, in its various branches, was the best possible profession for the blind, it was probably inferred that I did not give serious consideration to any other subject. But, thanks to Mr. Frank Hall, chairman of the Committee of Arrangements, I have been allowed a free hand.

The development of manly Christian character and the cultivation of strict business habits must occupy the first place in any true educational system; but in the present paper I propose to deal with the more technical part of the subject.

The education and training of the blind, whether literary, musical, or mechanical, will not be crowned with practical business, unless it is based upon a thorough system of physical development. When I became musical director of the Perkins Institution for the Blind, in 1858, I was mainly an enthusiastic teacher. But in 1893, as a man of business, I ask, How can my class be lifted from a state of semi-helplessness into useful activity, and equipped for their full share of the work of the world? Thorough physical education and training is the only road



ROYAL NORMAL COLLEGE FOR THE BLIND.

Ensemble Mass of Dumb Bells, Double Bar Bells, Long Wands and Short Wands, on Parade Ground. Looking South-west.

that will lead the blind, in large numbers, to this desirable goal. As a class, they are timid, awkward, and helpless; and their surroundings do not, as a rule, favor the development of manly character. Energy, indomitable courage, and that fixed determination which carries men over all difficulties, are usually wanting. The special institutions which have been established for the benefit of the class may generally recognize these facts; but do they apply the same practical methods which nations adopt, when effective armies are to be organized? The institutions which neglect this fundamental principle will be like the foolish man who built upon the sand: the work, like the house, will fall, and the result will be bitter disappointment. Educators of the seeing realize that, to maintain the wear and tear of this busy nineteenth-century life, the development of the body must keep pace with that of the mind. If such training is important for the seeing, what shall we say of the blind? In addition to blindness, shall they be handicapped with feeble bodies? Our system of physical training must be broad, comprehensive, and eclectic. What are a few exercises with dumb-bells, Indian clubs, and gymnastic apparatus, or military evolutions, compared with the athletic sports of the seeing? If we will carefully observe the signs of the times, we have as yet only arrived at the outer gate of that new and ever-enlarging system of physical education which will give vitality to all the work of the blind, lead them as a class to practical business success, and insure their power for good among their fellow-men.

Generalities and theories will not command attention. Therefore, I beg you to allow me to speak of the practical methods which are being carried on at Norwood.

Before the college building was completed, while some of the pupils were still sleeping in the old stables which were on the property, a gymnasium was provided. This "Armitage" gymnasium has been constantly enlarged and improved, until it now combines the best features of the Swedish, German, English, and American systems. It





BARRE DU PIED.

GIANT STRIDE.  
Lower Grounds, looking North.

TRACK ROLLING.

has been pronounced by leading physical educators as most complete and unique. Swedish ladders, German vaulting-horses, English home-trainers, stand in close proximity to Sargent's developing machines, making a total of forty-eight distinct pieces of apparatus. A portion of the gymnasium floor has been adapted for roller-skating, that, when the weather is unfavorable for skating on the outdoor rink, we may not be deprived of the exhilaration and delight of rollers. The entire floor of the Fawcett Memorial Gymnasium, which belongs exclusively to the girls, is in artificial marble, a capital skating surface. Roller-skating has strong attractions for the blind; and, since our pupils have successfully passed the figure-tests of the National Skating Association, figure-skating has become a favorite pastime.

The "Armitage" swimming bath is fifty-five feet by twenty-five feet, and has a depth of from three feet to six feet, thus affording excellent facilities for all forms of ornamental swimming, as well as acquiring useful knowledge in the rescue of, release from, and resuscitation of drowning persons, according to the methods of the Life Saving Society.

Since Easter our pupils have won forty-two diplomas and twenty-four medals from the National Physical Recreation Society, seven medallions from the Life Saving Society, and twelve silver badges from the National Skating Association. Our students are often invited to take part in public displays with the leading gymnastic societies. During the visit of the German emperor the German Gymnastic Society arranged a great display, in which twelve leading Athletic Associations joined, and with whom the students of the college took a prominent part. If our students are so trained as to enable them to join successfully with the seeing on such occasions, it helps to raise the standard of work and produce an excellent effect upon the seeing as well as the blind.

After several unsuccessful experiments we have at last organized a department of deportment, dramatic action,

and dancing. We were fortunate in securing the services of Mr. Soutten, who has charge of the same department of the Royal College of Music and Royal Academy of Music. In regard to the importance of this department, I quote the following from Mr. W. H. Cummings:—

“Deportment classes have been found indispensable at the Royal Academy of Music and Royal College of Music, therefore of much more consequence at the Royal Normal College, where ease of movement, graceful walk and gesture are of necessity most difficult of acquirement by the students. The importance of this department of teaching cannot be too strongly insisted on. Its value has been shown in the improved gait and bearing of many of the most awkward pupils; and it is quite certain that, whatever occupation may be considered suitable for them, deportment must be practised in order to enable them to move freely and with the confidence of equality among their sighted brethren.”

[*To be continued.*]

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## ARROWS SHOT INTO THE DARK.

ON Philip Conan's face there was a feverish flush; and, though the eyes he turned toward the window saw nothing of the beauty of the landscape, he knew it was kissed by sunshine and shadowed by cloud, for the alternating light and shade were felt in the room.

There was a zinc tablet on his knee, with its sheet of heavy paper, and in his hand a stylus, with which he had been laboriously jotting down the fancies that crowded his mind. He read the lines he had just written, then proceeded, with an iron harshness, to obliterate them.

“I'm afraid I can't do it,” he mused, tapping the paper nervously. “Planning is easy, but it's so hard to execute. I believe our teachers do wrong. They keep hammering it into us that we *must* be self-supporting. And yet there

are so few, so very few, ways by which a blind man can earn a living. Why not confess at once that we are too heavily handicapped for the race?"

Yet Philip Conan knew he would be one of the very last to admit that this was true.

"There are already too many music-teachers and piano-tuners, even if I had the ability to succeed in either line, which I haven't. I'm too timid to succeed as a canvasser, and I haven't the constitution for a wood-sawyer. Now, if I had exceptional talents"—

He laughed a little, and put the tablet and paper away; but the laugh was not a merry one.

The days of the Beck Institute lay just behind Philip Conan. He had not been at home even long enough to pick up the broken threads of old acquaintanceship. Yet there were certain friends in the little country town of Huntoon on whose friendship he felt he could rely. He did not intend to *lean* on that friendship, however.

There was old Mrs. Darnell. How well he remembered her, and how well he remembered the pies she used to make! In his boyhood days he had believed there were no such pies as Mrs. Darnell's, and he still felt almost tenacious on that point. Mrs. Darnell—motherly soul that she was—had called on him.

Oh, yes! and there was young Melville, who was now in the navy, but home on a visit. *He* had dropped in to say a few encouraging words.

And there was Deacon Smith, the richest man in the place, who puffed and wheezed and ejaculated: "My boy, I'm glad to see you! It's a great pity you haven't your sight. If you could just knock about in the timber and measure the cord wood I'm having cut, and keep an eye out for what likely poplars there are still in the country—But, pshaw! of course you couldn't. It's a great pity. I suppose you'll settle down here, now, with your mother?"

"I presume I ought to consider the deacon a friend," Philip thought. "He means well enough; but—he lacks tact. He didn't realize that he was sticking a knife into

me, and twisting it about in the wound. Of course, I can't become a burden on mother!"

Philip recalled, one by one, the other acquaintances who had evinced an interest in him since his return from school; and then from out the depths of the past came that larger company,—the friends, the unreturning friends, of long ago. Where were they? A melancholy look settled on his face, as he rocked himself and softly sang:

"Some have gone to lands far distant,  
And with strangers make their home;  
Some upon the world of waters  
All their lives are forced to roam.  
Some have gone from earth forever,  
Longer here they might not stay.  
They have found a fairer region,  
Far away! far away!"

Philip Conan's was not a handsome face, but it was good and strong. The forehead, though somewhat narrow, was high; and the chin was clean-cut and firm. The nose was, perhaps, the weakest point. It was broad and rather stubby. Then there was the blemish of the eyes. The clear windows, through which the soul is said to look, had been shattered.

He was scarcely of age; yet in many respects his thought habits possessed the maturity of a man's. At the Beck Institute he had been considered exceptionally bright, and the teachers had fostered the idea that there was a place in the world for a boy of his abilities. Philip had longed to make the test,—having already ventured a few weak attempts in that direction,—but now stood hesitating, feeling that the work he had planned was not easy of achievement.

Philip's boyhood dreams had led him to desire the life of a writer,—an author, if that were among the possibilities; if not, then the tasks of the journalist. He had studied enthusiastically the works of the best masters of English, both of prose and poetry. He had decided opin-

ions as to what was good and what was bad from a literary standpoint. Certain portions of "Jane Eyre" he considered as perfect as anything in the language, and he was rooted in the belief that the description of the chariot race in "Ben-Hur" was the finest thing that had been written in recent years. And now he began to realize, while essaying to put into form his own literary conceptions, how much easier it is to point out the good in another than to successfully imitate it!

During his school-days he had covertly sent out a number of manuscripts to various publishers. All but one had been returned. That was a little poem, so simple in construction that, when writing it, he had thought it of little value. All his labored efforts—his essays, his stories, his bits of criticism, the things to which he had given so much time and thought, the things he had written and rewritten until they had come to seem stale and unprofitable—had found their ultimate lodging-place in his trunk. It was discouraging; but ambition and the feeling that he must do something still prodded him on to new efforts.

He had come to call these fledglings, thus hurled out into the unknown void, "arrows shot into the dark." He sometimes thought they might, with even more appropriateness, be termed "boomerangs," they had such an unpleasant way of returning. But the first best pleased his fancy. The metaphor was apt, and particularly pleasing to his literary ear. The darkness was physical and real, as well as figurative. He hoped the arrows would find lodgment some day, and be worthy of the designation. Plainly, boomerangs would not do. Boomerangs were forever knocking about the head of the thrower. Yes, he would continue to think of his efforts as "arrows shot into the dark."

Philip Conan's weakness lay in the fact that he was too much of a dreamer. Instead of working, he was letting these idle thoughts bind him and lead him in chains farther and farther from the duties of the pressing present.

His mother's voice in the kitchen recalled him to the starting-point, and to those unpleasant recollections of Deacon Smith.

"It's too bad that mother has to work so hard," he mused. "I must do something to make the burden lighter."

He went out to where she was, and found her steaming her face over the wash-tub.

"Won't you let me help you?" he asked, with a sudden qualm of conscience.

"No: you know I won't, Phil. But you may get me some wood."

He stumbled out to the woodpile, carried in what wood was prepared, and then, finding the saw and buck, for nearly an hour he strainingly bent his back, working till he felt he could work no longer.

He thought much of his mother during that hour, and while carrying into the kitchen a part of the wood he had sawed; and he resolved to be more watchful and to take from her shoulders all the labor he could. He knew, though, that that would not be a great deal; for Mrs. Conan had always refused to let him perform what she called "girl's work." She declared he was awkward and in the way, which was no doubt true; for she had steadily refused to let him learn to do household tasks with ease and rapidity.

Mrs. Conan was kind,—too kind! She had grieved and had shed many bitter tears over her son's blindness. But she often told herself he could never become a burden. He was her son, and she loved him,—loved him the more devotedly because of the shadow that had fallen on his young life; and for her his mere presence in the house was all the compensation she asked. Philip had long since ceased to argue the point, for the argument only brought pain.

There was another member of the Conan household,—Miss Hetty Conan, who had secured a situation in one of the dry-goods stores of the town. The pay was only three

dollars a week, which she cheerfully contributed to the family fund.

"Oh, if I could only make three dollars a week!" Philip moaned. "It is not much, but for us it would mean a great deal. Mother might even be able to give up that everlasting washing, which is killing her by inches."

A bright thought came to him. There was one paper published in the place,—the *Huntoon Telegram*. Why *Telegram* did not appear, as the only telegrams ever seen in its pages were always in the "patent outside," and a week old. Philip had no acquaintance with the editor and proprietor of the paper, but knew he was a busy Huntoon lawyer. There had never been anything in the paper to attract Philip to it or to make him seek this lawyer's acquaintance.

Hetty had been reading the previous evening from a daily,—Hetty had the pleasing habit of reading aloud to her mother and to Philip,—and Philip had interestedly listened to a report of a debate in the United States Senate and to a lengthy account of a recent railway accident.

Fortunately, the *Telegram's* politics were his; and, for his opportunities, his ideas on political subjects were pretty clear.

He hastened upstairs, and, taking his grooved tablet and lead-pencil, wrote two or three short editorial articles, outlining his thoughts on the question then agitating the political atmosphere, and also prepared a few "sticks" of matter pertaining to the wreck, stating that such accidents were becoming altogether too frequent, and that railways and railway employees should be held to a stricter accountability, so that greater security might be obtained.

The *Telegram* would not be issued for three whole days, but Philip was in a fever of impatience until Hetty came home to dinner. How keenly he felt the loss of sight, as he lonesomely sat and waited through those long morning hours, only those may know who have likewise suffered. But Hetty came at last; and Philip, with a flushing face



and clumsy apologies, asked her to read aloud what he had written, and to tell him honestly if she thought it fit to appear in the *Telegram*.

"I presume I'm a presumptuous fool, Hetty."

"Why, it's real good," she declared, when she had hurriedly sketched over the articles. "I'm sure they're as good as any thing Mr. Bliss writes."

Philip felt that this was faint praise, for he had always considered that Bliss was possessed of an execrable style.

He ate little at the noonday meal; and, as soon as he thought Bliss had had time to return to the office, he took his cane and made his way there.

He felt more than ever like a presumptuous fool, when he began to explain to Bliss the object of his visit, and placed on the table the slips of paper he had prepared.

"You may have trouble in reading what I've written," he said. "Pencil writing is rather hard for me. If you don't care to use any of them, you may just put them in the waste-basket."

"Thank you for offering them," was the reply. "I'll look them over at the first opportunity. Just now I have some law work on hand."

As Philip walked thoughtfully homeward, sounding his way with his cane, he almost wished he had not made the venture. Could anything but humiliation come of it? But it was done now, and he could only hope and wait.

JOHN H. WHITSON.

[*To be continued.*]

## TRADES FOR THE BLIND.

*A Paper read before the Congress of Instructors and Friends of the Blind, in Chicago, July, 1893.*

TRADE is defined as the craft or business which a person has learned, and which he carries on as a means of livelihood or for profit,—a mercantile employment, a handicraft as distinguished from one of the liberal arts or the learned professions. It would extend this paper unnecessarily to discuss in full all trades that can be acquired by blind men; and the consideration will be limited to these points,—Which can be best learned by a blind workman, and followed with probable success as a means of livelihood, and in what way is that result best insured? It is of course a truism to say that nothing has more constantly or earnestly engaged the attention of friends of the blind than the search for some trade or calling in which they could engage with a fair chance of self-support. One industry after another has been brought forward, tried, and thrown aside. Bead work, mats, baskets, ropes, brushes, nets, mattresses, with a long list of other things, have been attempted; and at some places one or other has been pronounced fairly successful, while at others it is reported as a failure. Is this from inherent defectiveness in the blind? Is the training of the institutions responsible? Is it from changed conditions of labor?

It goes without saying that a blind man will not be as dexterous in the use of tools or in manipulating a piece of work as he would be with the possession of sight. It is also true that institutions will sometimes judge of a trade by the financial results to themselves. Now, it is a difficult thing to enforce in an institution workshop the same rigid discipline that exists as a matter of course in outside factories. The pupil, as a rule, is engaged in work for only two or three hours in the day; and there is a not

unnatural tendency to look on this time as a relaxation from mental labor rather than a training for the important work of life. The vacations, necessary though they be, are a loss to the workshop and a serious hindrance to the future workman; and, finally, just as he becomes skilful with his hands, it is time to graduate and give his place to a new-comer. Necessarily, therefore, the work in an institution shop is, on the average, that of learners or apprentices, and the value of the goods in the market will correspond. Instead of there being any surprise that a fair balance sheet in an institution workshop shows a loss it would be a matter for great surprise if it did not. Education always means expense.

It is also an acknowledged fact that the whole tendency of modern times is toward centralized labor. Town after town and city after city can be named which are practically huge factories, whose product floods the country, and has swept out of existence the groups of individual craftsmen who fifty years ago were found in every country town and village. Our hats and shoes, carpets, stockings, furniture, and crockery come from one or other of these large establishments; and the individual workman is at a great and increasing disadvantage. How can this changed condition of labor be met by a man whom we admit to be defective?

There are two distinct classes of the blind. The first consists of those born without sight or who have lost it in early childhood. To these blindness, although acknowledged as a defect, is a natural condition: they have gained no knowledge from it, and have therefore nothing to unlearn. Experience, that has come to them unconsciously, and judicious training have given their other senses a quickness and delicacy that almost compensate for sight, and to their mental faculties, especially memory, a wonderful strength and tenacity. This class is the special province of institutions for education of the blind: it is for them to develop these minds, supply them with material, discover latent possibilities, train and discipline their

powers, and, where a special aptness is found, to give such special instruction as will best qualify them for the pursuit in life indicated. From this class come the lawyers, ministers, musicians, mathematicians, teachers, etc.,—men occupying honorable positions for which their fitness has been discovered, and whose lives show that blindness is not an insurmountable barrier to a man of determined purpose. But even of this class the larger number have nothing to distinguish them mentally above their fellows, and must look forward to support themselves in some other way. Is that way necessarily, in all cases, manual labor? This is a question that can be answered only by the institutions themselves.

In our day the tendency in all kinds of business is toward specialization. Large manufacturers are making one class of goods. Business firms are known as agents for a single kind of ware. In workshops men spend their lives, making one pattern of wheel. Salesmen are selected for their knowledge of a particular line of goods. Generally, the "all-round" man is being pushed aside for the reason that he cannot be equally good in all departments; and business will make no allowance for mistakes. So, too, new trades, as they may be called, are coming forward, and finding a footing in our modern civilization. Is it not possible for a young blind man, with proper training at the institutions, to find a place which he can fill? There are special lines of business calling for quick and delicate senses, such as the preparation of perfumes or the art of coffee-blending. Might not a blind man become an expert tea-taster, and earn more thousands than the average mechanic does in hundreds? Travellers say that in Japan all masseurs are blind men, and earn a livelihood even in that cheap country. There is a report in newspapers that this experiment has been lately tried in England with satisfactory results; and it might be taken up here also. One would think that the delicate sense of touch would peculiarly fit them for this business, and their infirmity would be not at all to their disadvantage. Espe-

cially would such be the case with blind female masseurs, dealing with their own sex; for the business can be learned and practised fully as well by a woman as by a man. These are merely given as illustrations that have presented themselves, and would of course be practicable only in the larger cities; but close and intelligent inquiry may find other nooks and corners of special work which could be filled satisfactorily by a blind man, and where knowledge, energy, a good address, and perseverance are the requisites. Might it not be much to the advantage of the blind pupil who cannot take up a profession if the institution devoted the last year or so of his time to giving him such a knowledge of the pursuits of life and forms of business as would enable him to select one with a fair idea of its requirements and his own aptitude, which, as a rule, is rarely the case? Such a move would make the institution less of a college and more of a training-school, but would keep it close in touch with the outside world.

What has been said above may not seem to have a close connection with the subject; but it bears upon it to this extent,—that the blind workman or mechanic is already in competition with the world, and it is his interest to be protected from any unnecessary competition in his own class. After all that can be done, it is clear that the large majority, even of graduates of institutions, must earn their bread by manual labor; but every one who takes up and successfully carries on some other business is a rival out of the way, and his example becomes a stimulus to those who are still looking forward to their entry into the active world.

The second class of blind men consists of such as have lost sight later in life, after dependence upon it had become a habit. Whether lost by disease or accident, they find a difficulty in supplying its place by touch, and rarely become reconciled to their disability. They form the large majority of blind workmen. Of course, among them are some with mental as well as physical qualifications, which enable them not only to become good work-

men, but, with a little training added to their own knowledge of the world, to qualify themselves for more responsible positions; but the very large majority of these men can look forward to nothing except manual labor for support, and even there they are at a disadvantage. Probably ninety per cent. of those blind from accident have been laborers,—men employed in coal or iron mines, operatives in blast furnaces, rolling-mills, etc., who have earned their living by main bodily strength, and have no aptitude for anything else. They have rarely thought intelligently even about their work, but have merely obeyed orders from their foreman. Such men, at any trade where dexterity in fingering is called for, are awkward and incompetent.

Of the working blind, then,—that is, of those who depend upon manual labor,—there are what might be called three grades: first, graduates from institutions who are not fitted for a profession or some higher form of business; second, such as have lost sight in adult life, and may have considerable mental and physical aptness; and, third, the large majority of those adult blind who are hopelessly slow both in thought and movement. How to name any trade at which every one of this body of men so differently qualified could achieve independent self-support is clearly an impossibility. What the first grade might do without difficulty would be embarrassing to the second, and entirely out of the question with the third. In one of our large magazines a few years ago the fact was mentioned that a young blind man had taken up the business of cleaning and repairing watches, and had built for himself a paying trade. The writer naively wondered why special attention was not given in institutions for the blind to this kind of business, as peculiarly adapted to their delicacy of touch. Now, we can all understand how the pupil of an institution, with trained senses and a natural bent for mechanics, may become a skilful watchmaker; but can any one ever dream of a horny-handed miner or a laborer accustomed to heave at rocks with a crowbar taking a watch in hand for repairs?

Yet the trade that is best for the blind as a class must be one at which all the blind can make their living, and the lowest grade of workmen can learn and practise. Such a trade, therefore, must be simple, and the machinery in connection with it not complicated. It must be for a staple article, something in general and constant demand. To set a blind man or woman at making bead work is purely waste of time. It must be such as to allow the largest margin of profit to labor, and therefore a trade that requires two or three distinct operations is better than where there is but one. It should be near its supply of material, and must be near its market. It would be contrary to sound business principles to set up a ropewalk on a Western prairie; and it is as injudicious to introduce a trade into an institution so placed that the local demand will not absorb the product, or for a blind man to learn some craft which is not called for by the people among whom he expects to live. It should be subject to the least possible competition. Competition will always exist; but in one business it will be limited to our own country, while in another it extends over the whole world. Lastly, the demand should be uniform, so that the workman may be steadily employed. A business that is dull at one time and under high pressure at another is not good for a blind man to learn. As a rule, he cannot afford to pile up stock for a future demand. These appear to be necessary conditions for a trade that can be advantageously taken up by the blind; and the question remains, Which of those actually taught best fills these conditions?

It is hardly possible for any one person to pronounce authoritatively whether a given trade or business is or is not good for all places, or, in fact, for any point except that which he himself occupies. Every city has its own business horizon, and an industry that at one place is fairly profitable may have no existence at another a few hundred miles away. The practice, therefore, of introducing a trade among blind men in one institution, solely because it has been successful at another, is open to criti-

cism. Are the conditions at both places the same? Is there the same demand, the same cost of material, the same value in the market? An institution in one of our largest cities, in a special report prepared some years ago on the subject of labor, stated that mattress making had been there maintained successfully for thirty-four years. But that city has an immense hotel demand, and almost as large a call from its steamship trade. The success of this particular employment at such a place is no sufficient reason for its being taken up where similar advantages do not exist. The vital question is not, What trades can be learned by blind men? but, At which can they have the best chance of making a livelihood, at the least possible cost to others?

And now what one of the handicrafts taught the blind will fill the conditions of the most satisfactory trade as defined above? The plaiting of straw as covering for bottles, etc., requires a delicacy of touch which makes it unfit for the adult blind; and the profit to labor is absurdly small. Basket-making is open to the same objection, to a less extent so far as touch is concerned; but foreign competition keeps the price so low that a blind workman could succeed only in some country place where a supply of willow might be got very cheaply and a demand existed for packing fruit or vegetables. The weaving of rag carpet was once a valuable industry. Domestic and foreign factories are now filling our country with their product, not so good in quality, not so durable as the old rag carpet, but infinitely superior in appearance, and at not a greatly increased cost, so that it is only in places away from lines of traffic or among the poorer class of people that a carpet weaver could look for custom enough to keep him going. But it is a trade that deserves attention, provided the workman has a proper location, and can secure the interest of the people in his well-being. If a man of family, it will be in his favor, as wife and children can assist in preparing or delivering the work. Carpet weaving has the disadvantage of somewhat cum-



brous and complicated machinery, but, on the whole, deserves attention, as largely free from competition and fairly profitable under the conditions mentioned above.

*Brush making* was some years ago the favorite handicraft in American institutions. But it is one in which the competition is almost ruinous to labor. The blind can only make the common class of brushes. Of course, it is admitted that some very fine goods have been turned out at the institutions; but it has been at an expense of time that makes them unprofitable from a business view. For a man to spend the best part of a day in making a fine piece of work, when he pays for block, bristles, and backing, and when an equally good brush can be bought anywhere for seventy-five, or even fifty, cents, is not good business; and competition from foreign labor is here excessive. The stores are selling foreign-made tooth-brushes, with bone handles and fairly good bristles, which have passed through two or three hands, and paid duties in addition, and the retail price is ten cents. The blind workman must therefore confine himself to the common run of goods, where he can work more quickly; and here he is met by machine-made brushes as good as his own, and at a price which leaves him — in the large cities — little, if anything, for his labor. In the smaller towns there is a better chance for success, if the man has fair business tact, and can make arrangements with the storekeepers of the neighborhood to dispose of his goods. Brush making may then be considered as calling for a good workman, who is also energetic, persevering, and has used good judgment in selecting his location.

*Cane-seating* of chairs is another trade that can be favorably mentioned, or, rather, it should be qualified as the re-caning of chairs. In the factories, where the first work is done, it is in the hands of experts; and the wages are so low as to put competition from the blind entirely out of the question. The re-caning of chairs, after seat and back wear out, gives a fair profit, and may be practised to advantage away from the factories. The com-

petition is small, there is no machinery of any kind, the material is not expensive, so that the profit to labor is comparatively large; and a blind man in the smaller towns may do well if he can join some other trade with it. This would be almost necessary, as the demand for re-caning is not steady and there would be much idle time. The business requires considerable delicacy of touch, and would therefore be too difficult for the lowest grade of workmen; but, on the whole, it merits attention. As in the case of carpet-weaving, a man with a family has an advantage. They can sort the cane, receive and deliver the goods, or even learn and practise the business themselves.

*Mattress making* should be classed among trades for the higher grades of blind workmen. It requires skilful fingers, and would present difficulties to the ordinary workman as a means of livelihood. Such as can master it may do fairly well in the large cities by soliciting orders from the trade and working them up at their own homes. As a business, it is irregular and sometimes excessive in its demands. An order may come in to the large manufacturer for several hundred mattresses of a particular size, and, unless they keep a very large stock on hand, they must push their workmen day and night till it is filled. And then there is a lull, but little for the men to do. In the smaller towns or in the country it would need to be combined with some other handicraft, to avoid losing time; and, as with carpet weaving or cane-seating, a workman's family can very materially assist him.

*Making of Corn Brooms.*—As has been said before, every one bases his judgment upon his own experience; and, were the writer of this paper asked, What trade can all blind men learn, and at which can the average workman do best? the reply would be without hesitation, At making corn brooms. It can be learned quickly, and all there is of it can be done by blind men. There are three operations, so giving a large margin of profit to labor. An expert, and even the average workman, can master all

these, and, with facilities for selling, support himself at his own home; and there is no blind man so slow or awkward who cannot learn quickly two, or, at least, one of the operations, and so contribute to his own support in a factory where the work is specialized. The demand is steady. There is no idle time the year round, and no competition outside of our own country. The above touches upon the trades usually taught to the blind in our country. With the knowledge of at least two of them, an average workman has a fair chance of earning a livelihood; but it is clear that in every case success depends not so much upon the trade taught as upon the man himself. He must be industrious, pushing, and persevering. In short, he must possess and exercise the same qualities that every business man is expected to use in attending to business. Otherwise, he need not hope for success. It will not do to depend upon pity or sympathy, nor to turn out an inferior piece of work and claim exemption on the score of his infirmity. The laws of the business world are stern, and the merchant who to-day signs a check as a donation to some institution will to-morrow refuse to purchase the product of that same institution on the ground of inferior workmanship. Hence the necessity for a better acquaintance with the laws and customs that govern trade than the average graduate possesses, and for the same strict discipline and responsibility in the institution workshop that is exacted as a matter of course in similar establishments for the seeing.

In these trades, as has been said, the first-class blind workman, if industrious, will be able to support himself. The average worker may also succeed if his surroundings are favorable. For the third and lowest grade there is but little hope. A workman living away from the centres of business always pays high for his raw material, from the fact that his purchases are small. Unless he can make some arrangement with neighboring stores to take his goods, there will be much time lost in selling, especially if he has to peddle them around the country. These

are sources of expense which he cannot avoid, and which materially reduce his profits. So that the problem of self-support becomes one of selection, where only the best can survive. What shall be done for the others? It will not do to leave them alone. It is neither wise nor economical to turn them over to charity, public or private. They are both willing and able to work; and, since they cannot meet existing conditions, the only thing left is to make conditions that they can meet,—to remove from them outside burdens, and so arrange that all their time can be profitably employed and the largest result obtained, so far as labor is concerned.

This is the policy taken up, in 1874, by the Pennsylvania Working Home for Blind Men, and since then by similar organizations. A somewhat sentimental objection has been made to such enterprises on the ground of cruelty to the blind in "herding together people with a common infirmity"; but 90 per cent. of the world's labor to-day is performed by just the same "herding," if it be so called, and there is no satisfactory reason why a man should be exempt from it solely because he has lost his sight, provided a substantial benefit is secured for him. And there can be little doubt that such benefit is secured. The making of corn brooms has been mentioned as the best trade for blind workmen. It is unquestionably the best at the Working Home, from the fact that it can be specialized so as to give employment steadily to both untrained and expert workmen. Experience has shown that all blind men, no matter how unskilled, can size broom corn,—that is, prepare stalks of a uniform length for five sizes of brooms; 90 per cent. of the men can learn to sew a broom; and about 50 per cent. can wind properly. In other words, out of a hundred blind broom-makers attempting to earn a living by themselves, only one-half can finish a broom that will pass inspection in the world's market; and, of course, the other half will go to the wall; while, at the Home, all are kept steadily at work, because each works at that which he can do properly. The same principle of specialization can

be applied to other trades that admit of it, and is practicable only in such institutions.

If to a factory of this kind there is added a Home where the men can board at a rate just enough to cover expenses, shall we not have at least one practical solution to the problem of helping the blind workman to help himself, or, as stated at the beginning of this paper, of insuring his support from his own labor? Of course, such a Home or factory will not be a money-making enterprise, nor is it expected to be so. A man who has thoroughly mastered his trade and feels confident of his ability to provide for himself will naturally desire to return home and work among his own people; but the large majority of men prefer to remain, because they know that in no other place can they do as well for themselves. There will, therefore, always be a comparatively large number of slow workers. In a business carried on solely for profit these men would at once be weeded out. Such a step cannot be taken at the Home, for they are specially the class who need opportunity and encouragement; and, as a fact, they do earn their living.

To sum up from this point of view, it should be, as far as possible, the aim of institutions for instruction or education of the blind to send out the least possible number of graduates who will be compelled to make their living at a handicraft. It should be rather to show them other avenues to independence,—to teach them business methods and customs, and give special training in anything for which an aptitude is shown. By keeping watch over the various industries of a State, it might be often possible to select a place where an intelligent blind man with fair business knowledge would find a favorable opening. If such work is not done by institutions for education, it cannot be done at all. With the institution for instruction in each State there should be, independently, a workshop or factory for blind workmen. Here would come, to learn or follow their trade, such as are not fitted for higher forms of labor, including the great mass of adult blind. Its

object is to form an active and expert workman, and it should be conducted on exactly the same principles as any other business establishment. The discipline must be firm and the standard high, so that the men may acquire the habit of continuous, careful, and quick work which for them is so desirable. Wages should be paid on the same basis as elsewhere at the same trades, and such trades selected as experience shows to be best. In such a factory the poorer workmen will be at their highest productive power, and can always pay their expenses. The expert who feels confidence in himself may prefer to return to his home; and there his success will depend mainly on his own energy, perseverance, and business habits.

H. L. HALL.

*Philadelphia, Pa.*

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#### MILTON'S SERVICE.

Cyriack, this three years' day, these eyes, though clear,  
 To outward view, of blemish or of spot,  
 Bereft of light, their seeing have forgot;  
 Nor to their idle orbs doth sight appear  
 Of sun or moon or star throughout the year,  
 Or man or woman. Yet I argue not  
 Against Heaven's hand or will, nor bate a jot  
 Of heart or hope, but still bear up and steer  
 Right onward. What supports me, dost thou ask?  
 The conscience, friend, to have lost them overplied  
 In liberty's defence, my noble task,  
 Of which all Europe rings from side to side.  
 This thought might lead me through the world's vain mask,  
 Content, though blind, had I no better guide.

*Milton.*

"LONDON, 1802."

Milton! thou shouldst be living at this hour:  
 England hath need of thee; she is a fen  
 Of stagnant waters; altar, sword, and pen,  
 Fireside, the heroic wealth of hall and bower,  
 Have forfeited their ancient English dower  
 Of inward happiness. We are selfish men;  
 Oh! raise us up, return to us again;  
 And give us manners, virtue, freedom, power.

Thy soul was like a star, and dwelt apart ;  
Thou hadst a voice whose sound was like the sea :  
Pure as the naked heavens, majestic, free,  
So didst thou travel on life's common way,  
In cheerful godliness ; and yet thy heart  
The lowliest duties on herself did lay.

*William Wordsworth.*

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## WORK FOR THE BLIND IN CHINA.

*[From Life and Light.]*

### I.

I HAVE been asked to write a paper for *Life and Light*. I know of no subject so appropriate, or which is more intensely interesting, than the work which has been commenced at Peking by a poor Scotchman for the instruction of the hitherto utterly neglected blind of China. As yet this work is on a very small scale,—a mere seedling; but it is a seedling which assuredly will develop into a widespreading tree of healing and knowledge, whose far-reaching branches will overshadow the empire with its beneficent influence.

To begin with, let me tell you something about the humble worker who has been so specially and unmistakably raised up for this very difficult work, and endowed with such peculiar talents for puzzling out its details.

William Murray was the son of a saw-miller near Glasgow, and would, in the natural course of things, have followed his father's profession but for what we call "an accident"; namely, that, when about nine years of age, while too fearlessly examining the machinery, his left arm was torn off, and thus he was disabled, and forced to seek some other means of earning his bread.

In due course of time he obtained employment as a rural postman, but constantly cherished a great longing to be employed on some sort of mission work; and, in order to fit himself for whatever might be given him to do, he daily

beguiled his long, weary tramps by studying the Old and New Testaments in the original Hebrew and Greek, reserving a while for daily prayer that his Lord would show to him plainly what he would have him to do.

Erelong his services were accepted by the directors of the Bible Society of Scotland, who appointed him their colporteur to carry portions of the Holy Scriptures in foreign languages for sale among the crews of the ships of all nations which congregated on the Clyde. Rapidly acquiring scraps of divers tongues, this gentle young salesman did his work so effectually that it soon became evident that he was destined to mission work in some form. With this end in view, he resolved to attend the classes at the Old College, but without allowing his studies to interfere with his regular work. All day long, therefore, through the gloomy Glasgow winters, he stood in the street beside his Bible wagon, hurrying back to his lodgings for a hasty supper, then studying till nine o'clock, and rising daily at 3 A.M. (on the chill wintry mornings), in order to prepare for his classes at college from 8 till 10 A.M., at which hour he began another day of street book-selling.

Thus seven years passed; and in 1871 he obtained his heart's desire, and was sent out to China as a Bible-seller for the society. In the first instance he remained six months at Chefoo, engaged not only in mastering the Chinese language, but also in the bewildering task of learning to recognize at sight the four thousand intricate characters by which it is represented on paper. For the Chinese maintain that there are four thousand distinct sounds in the language; and each has its separate, very elaborate hieroglyphic, far more complicated than our whole alphabet.

One of the first sights which deeply impressed Mr. Murray, as it must impress every foreigner, is the lamentable number of blind persons of both sexes who go about in bands of a dozen or more, the first feeling his or her way with a long stick, the others following,—literally the blind leading the blind,—and all yelling discordant,










so-called songs, to extract infinitesimal coin from the deafened bystanders. This extraordinary prevalence of blindness is due to many causes,—neglected small-pox, ophthalmia, leprosy, hot dust, and, above all, sheer dirt.

The poor sufferers are, as a rule, utterly degraded, and most miserable in every sense; yet, when Mr. Murray was selling his books, some of these occasionally drew near, and asked him to sell them a copy of this "foreign classic of Jesus." Then he would ask of what use could it be to them, as they cannot read it; and the answer would be, "Perhaps some day some one will read it to us." Then Mr. Murray would tell them how in Britain blind persons are taught to read and write; but "he seemed to them as one that mocked," so utterly incredible did such a thing appear to them. And well might it seem so, were it, indeed, necessary to represent those four thousand sounds! But Mr. Murray's heart was filled with an unspeakable longing to do something for these poor neglected creatures, and it became his ceaseless prayer that some way of helping them might be made plain to him.

The first step in the chain of revelation vouchsafed to him was that he might reduce the number of sounds, so he set himself to accomplish the task; and ere very long he had the joy of proving to the Chinese that, terribly difficult as is their language, at least it does not own four thousand distinct sounds, but only four hundred and eight. Here was a great gain; but, when you realize that in English we have only forty-one distinct sounds, which we represent by twenty-four letters of the alphabet, the difficulty of representing four hundred and eight sounds to a blind person seemed insuperable.

Murray, however, was undaunted. Ceaselessly looking for the guidance of God's Holy Spirit, he advanced step by step. While Bible-selling in Glasgow, he had been struck by seeing blind persons come to purchase books prepared on Moon's alphabetical system and on Braille's system of embossed dots, and then and there he had thoroughly mastered both systems. Now he considered whether either

of these could be applied to Chinese; and he saw that Braille's was immeasurably superior for the representation of fine shades of sound, such as those "tones" which render the Chinese language so painfully complicated, as infinitesimal variation in the inflections convey such totally different meanings.

The Chinese have no alphabet; but they are clever in the use of numerals, and Mr. Murray soon perceived that these might prove invaluable allies. Without ever using more than six dots at a time, so as to form an imaginary square,        he obtained a considerable number of different arrangements, of which he selected nine to represent numerals. These placed on three rows represent units, tens, and hundreds. So a blind person touching a triple line reads 1-0-5 = 105, 3-2-0 = 320, and so on. He then composed four hundred and eight rhymes, beginning with a numeral and ending with one of the four hundred and eight signs. These the blind pupil rapidly learns by heart, and the instant his finger touches the number he instinctively utters the corresponding sound. It is difficult to explain this clearly, but the great point is that to the blind it is extraordinarily simple; and they master it with the greatest facility, and also learn to reproduce it themselves by puncturing the dots on paper fixed in a frame.

So, whereas the average Chinaman, with full use of his eyes, takes about six years to learn to read his own books, and very few indeed learn to write, the most miserably neglected blind person, boy or girl, man or woman, seems to find no difficulty in acquiring the arts of both reading and writing fluently in less than two months; and to this precious knowledge is very soon added that of musical notes and how to write them,—all in embossed dots.

C. F. GORDON-CUMMING.

*Crieff, Scotland.*

*(To be continued.)*

## BLINDNESS IN ENGLAND AND WALES: SOME ENCOURAGING FIGURES.

[*From the Yorkshire Post.*]

THE accompanying interesting tables relating to blindness in England and Wales have been drawn up from the census returns of 1871, 1881, and 1891, and are forwarded to us by Mr. A. Buckle of the Yorkshire School for the Blind:—

Table I. shows the total number of blind in England and Wales in 1871, 1881, and 1891. From this table it appears that the number of blind in proportion to the whole population is steadily on the decrease. In 1871 there was 1 blind person to every 1,051. This fell in 1881 to 1 in every 1,137; and in 1891 it had fallen to 1 in every 1,235. The decrease may be shown in another way. If the ratio of blind to the whole population as it stood in 1871 had been continued, then in 1881 there would have been a total of 24,686, whereas there actually was 22,832, or a reduction of 1,854 blind persons between 1871 and 1881. This decrease has grown still larger in the next decade; for, whereas it would have been 27,569 if the 1871 ratio had been continued, it actually was 23,467, or a reduction of 4,102 during the twenty years between 1871 and 1891. The table also shows the number of blind per million, by which we see that the number 951, as it stood in 1871, fell to 879 in 1881, and again to 809 in 1891.

Table II. is still further encouraging, for it shows us that the decrease is proceeding most rapidly where we should most desire it. The most fertile cause of blindness in this and most European countries is infantile inflammation, for which, we are told, specific remedies exist, and, if dealt with at once, modern medical skill in nine cases out of ten is able to prevent its producing the sad results of blindness. Surely, then, educationists say,

with the spread of knowledge and the increase of intelligence of the mothers of our children, this as a cause of blindness should be on the decrease. Such, it is satisfactory to find, is the case; for Table II. shows us that, under the age of five, where this disease is probably the cause in 90 per cent. of the cases, the percentage to the whole blindness in the country, which in 1871 was 3.9, in 1881 has sunk to 3.8, and in 1891 to 2.68. Or the decrease may again be shown thus: the estimated number in 1891, according to the proportion of 1871, would be 724; but the actual number in 1891, as shown by the census return, was 550, or a decrease of 174, or 31 per cent. This surely is most satisfactory; for, although the actual decrease in the number under 5 is only 17, yet, when the increase of population is taken into account, we see the decrease is as stated, 174, showing that the great cause of blindness is certainly becoming increasingly less disastrous in its effects.

Again, we see that the number between the ages of 5 and 15 is also steadily decreasing. It is represented in 1871 by 7.3 and in 1891 by 6.7, or a decrease of 434; that is, 27 per cent. according to the 1871 ratio. The ages from 15 to 65 are ages where accidents come in from explosions in mines and other causes. Here, therefore, we cannot expect the percentage of blindness to be altered very much, although, as a matter of fact, we find here also a decrease. The estimated number, according to the proportion of 1871, was 14,746: whereas the actual number, according to the census return of 1891, was 13,079, or a decrease of 1,667, or 12 per cent.

In the ages over 65 we have also a most encouraging decrease. Here the estimated number, according to the ratio of 1871, is 10,093. The actual number, according to the census return, however, is 8,264, or a decrease of 1,829, or 22 per cent. Doubtless, here the decrease is largely due to the more favorable conditions of the life of the people, and to the increasingly superior skill which deals with cataract and other diseases of the eye.

TABLE I.—SHOWING THE TOTAL NUMBER OF BLIND IN ENGLAND AND WALES AND PROPORTION TO WHOLE POPULATION.

CENSUS.	Total Number of Blind.	Of the whole Population, giving one Blind Person in every	Blind Persons per Million of the whole Population.
1871. . . . .	21,590	1,052	951
1881. . . . .	22,832	1,138	879
1891. . . . .	23,467	1,235	809

TABLE II.—NUMBER AND PROPORTION OF BLIND PERSONS AT VARIOUS AGES IN ENGLAND AND WALES.

CENSUS.	Total Blind.	Under 5.	From 5 to 15.	From 15 to 25.	From 25 to 45.	From 45 to 65.	65 and over.
1871	21,590	567 or 2.62 of the whole no. of blind.	1,571 7.3%	1,785 8.22%	4,021 18.62%	5,742 26.60%	7,904 36.64%
		9.92%		53.44%			36.64%
1881	22,832	586 or 2.56%	1,710 7.49%	1,972 8.67%	4,319 18.98%	6,026 26.4%	8,219 35.9%
		10.05%		54.05%			35.9%
1891	23,467	550 or 2.35%	1,574 6.70%	2,111 9.0%	4,510 19.2%	6,458 27.5%	8,264 35.25%
		9.05%		54.70%			35.25%

"OUR LANGUAGE: ITS USE AND STRUCTURE;  
TAUGHT BY PRACTICE AND  
EXAMPLE." \*

SOME months ago I was urged to print in Braille a good elementary grammar. After examining a number of the best text-books on language, I chose from them all one that was not a grammar, but a book which, if embossed, would give the blind correct models to follow in the use of written or spoken language. This book is the one whose title stands at the head of this notice.

Any one who has come much in contact with the blind must be aware that many of their peculiarities are due to the fact that they cannot see to correct what is unconventional or unusual in their ways of appearing or doing. Therefore, anything that puts the blind in touch with the seeing or their ways is a help indeed.

I received a letter recently from a blind man, now an undergraduate in one of our American colleges, which would have been considered a disgrace to a seeing boy twelve years old. This is but one of many similar letters which I have received. Is it not a pity that, because a man is blind, he should sin thus grievously against conventionalities the non-observance of which, whether justly or unjustly, marks one as illiterate? Both because I feel that such letters should be the exception rather than the rule, and because I believe what Herbert Spencer states thus, "There can be little question that good composition is far less dependent upon acquaintance with its laws than upon practice and natural aptitude," have I chosen this book in preference to a technical grammar.

The aim of the book is stated in its preface as follows:

"There is much that children may learn about language without studying the structure of it; and there are many ways of training them in the use of good English, either

\*Part I. By Gordon A. Southworth, Master of the Prescott School, Somerville, Mass., and F. B. Goddard, Ph.D. (Harvard).

in connection with or independently of the study of grammar."

Part I. of "Our Language" is not designed for beginners alone, but is also adapted to those who have already made considerable progress. It is not an introduction to Part II., which is an elementary text-book in grammar; but, as appears in the table of contents, it is filled with material for teaching English by the natural methods of practice and imitation, without calling attention to peculiarities of form, structure, or idiom.

The table of contents is,—

- I. LEARNING TO SPEAK WELL AND LEARNING TO WRITE WELL.
- II. TALKING AND READING.
- III. COPYING.
- IV. CAPITALS, PUNCTUATION, ETC.  
Capitals, Punctuation, Abbreviations, Sentences and Paragraphs, Quotations.
- V. DICTATION.
- VI. REPRODUCTION OF STORIES.
- VII. LETTER WRITING.  
Heading, Address, Salutation, Body of Letter, Complimentary Ending, Signature, Folding, Superscription, etc., Forms and Models, Invitations, Subjects for Letters, Imaginative Letters.
- VIII. NARRATIVE WRITING.  
Personal Experiences, Biographical Sketches, Historical Sketches.
- IX. DESCRIPTIVE WRITING.  
Descriptive Words, General Directions, Definition Making, Comparison and Contrast, General Descriptions, Geographical Descriptions, Natural and Artificial Products, Processes, Animals, Plants, Persons.
- X. CHOICE OF WORDS.  
Wrong Words, Synonyms.
- XI. PARAPHRASING.  
Transformation of Poetry.

The book is embossed in one hundred and eighty pages 12 x 13 1-2 inches. Copies may be had from the American Printing House for the Blind, Louisville, Ky. It is in full spelling, and otherwise follows the original, except that all suggestions to teachers which appear in the ink copy have been omitted.

EDWARD E. ALLEN.

## AT HOME AND ABROAD.

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### COLORADO.

THE COLORADO SCHOOL FOR THE DEAF AND THE BLIND received four pure Ute Indians as pupils at the opening of the session. These pupils are sent by the national government from the agency at Ignacio, near Durango. There are also a number of Mexicans in the school.

### ENGLAND.

CAMBRIDGE.—Mr. P. Hart-Dyke of King's College, Cambridge, formerly my pupil for five years, is now president of the University Chess Club. Though he cannot see, he can play several games at once without more than a very occasional reference to a board. His wonderful power in this the greatest of all games I know by bitter experience of frequent defeat. His example ought to be a stimulating incentive to other blind chess-players.

H. J. R. M.

### ILLINOIS.

CHICAGO.—The appropriation of \$100,000, made several years ago by the State of Illinois, to provide in Chicago some establishment which would meet the needs of the adult blind, seems now about to be used for the purpose intended. Last July a board of trustees, consisting of P. H. Conley, Fritz Glogauer, H. C. Zulte-meister, and Miss Sarah J. Condon, was appointed by Governor Altgeld. These trustees have purchased a lot of land on Douglas Boulevard and Nineteenth Street; and plans have been prepared for a large and imposing brick building, four stories in height, with stone foundations, facing the boulevard. This edifice is intended as an industrial home for both sexes, and is planned to accommodate two hundred and fifty inmates. The first floor will contain the offices of the superintendent, with separate reception-rooms, parlors, and dining-rooms for each sex, the dining-rooms being supplied from a common kitchen accessible to both. The upper floors will be mainly devoted to dormitories. Steam heat, electric light, and fireproof partitions will be used throughout the building, the cost of which is estimated at \$75,000. The factory, for facility of receiving and forwarding merchandise, will be built near the Chicago, Burlington, & Quincy Railroad. Here it is proposed to



teach the usual occupations taught in the schools of the United States, broom-making, mattress making, cane-seating, upholstering, carpet-weaving, hammock-netting, and piano-tuning for the men; and, for the women, knitting, crocheting, machine and hand sewing, cane-seating, and domestic work, including cooking.

The State provides this home and suitable instruction while the blind are learning their trades. When they become capable of earning their board, they can pay for it at the home, or they may make their homes elsewhere and continue to work in the factory.

#### IOWA.

VINTON.—The twenty-first biennial report of the College for the Blind includes the period ending June 30, 1893. The trustees report that the average age of "the pupils has been decreased nearly, if not quite, fifty per cent.," their health has never been better, their progress is gratifying, and the grade of students has averaged higher in mental and moral qualities. The trustees ask the General Assembly of the State to make an appropriation enabling them to provide suitable means for physical culture of the students; namely, a gymnasium.

The administration of the college is somewhat different from that of kindred establishments. It is carried on in two divisions, entirely independent of each other and under different management. The business, including the charge of buildings, grounds, stock, and improvements, control of outside employees, the purchase and sale of material, supplies, and stock, is in charge of the secretary of the board; while the principal has the entire care of the school and the household. After an experience of eleven years Principal McCune expresses his satisfaction and approval of the system.

As the object of the college is to qualify the blind for useful places in society, Mr. McCune endeavors to follow the methods adopted in schools for the sighted whenever such seem possible. Hence, as coeducation of the sexes is generally approved in educational circles in Iowa, it has been practised in the college. The sexes have met frequently in the recitation room, in committee and society work, on the playground and in social parties, but always under the supervision of an officer. "The social offences have been so few and trivial that from the standpoint of the school the sex question has ceased to be important." Many of the students have partial or but slightly defective sight, and their influence is thought to be corrective of peculiarities easily acquired by the blind; and coeducation of the sexes and coeducation of the

blind and sighted are considered potent forces for good in the institution.

Having found the New York point system embodied in the curriculum, having witnessed its adaptability, and believing that it is the choice of the majority of the superintendents of schools for the blind of the United States, Mr. McCune thinks that the substitution of another point system would be a calamity to the blind of Iowa. He considers point-writing machines useful, but that, like the typewriter, they must ever be secondary; and he can see no benefit, but even harm, from their use in school.

The course of study is shown in great detail, and statistics of the pupils enrolled are given.

#### IRELAND.

DUBLIN.—The Association and Lending Library for the Blind (50 Lower Sackville Street) tells modestly, in its thirty-fifth report, of its work for the year 1892. Through the kindness of Mrs. Armitage, Miss Nevill, and Dr. Moon, 16 volumes in Braille type have been added to the library, and 8 volumes in Moon type; and there has been a marked increase in the demand by the blind for embossed books. The library is open Mondays from one to three o'clock.

The committee of this association work among the blind in their homes in various ways, assisting basket-makers in the purchase of rods, giving weekly gratuities to those past labor, etc. The home teacher gives instruction to all those who are anxious or willing to learn to read and write, visiting and teaching them in their own homes; and several new pupils have been added to the list during the year.

#### MASSACHUSETTS.

PERKINS INSTITUTION.—The quarterly examinations preceding the Christmas holidays were taken as in schools for the seeing. The stereotype-maker enabled the teachers to supply printed lists of questions on the various subjects, and the pupils were required to return their answers in writing.

#### NEW MEXICO.

SANTA FE.—The New Mexico Asylum for the Deaf, Dumb, and the Blind is now in successful operation. A school for the deaf has existed for several years, under the superintendence of Mr. Lars M. Larson. He had erected at his own expense a brick building containing sixteen good rooms; and this, with six acres of land, the Territory has purchased and furnished for the use of the

institute. In the school for the deaf there are eight boys and one girl, and in the blind department there are five boys and a girl. More pupils are expected.

Mr. Larson has been sending out circulars to public schools throughout the Territory to ascertain how many blind or deaf children are growing up without education; and from replies received he finds that forty-eight deaf and twenty-six blind children are so unfortunate. Some are feeble-minded, and a few are still too young and undeveloped; but most of them would gladly avail themselves of this opportunity of education provided by the State, free of charge, but they lack the means to provide proper clothing and to pay the cost of transportation from their distant homes.

#### NEW SOUTH WALES.

SYDNEY.—The Institution for the Blind, Albert Road, Strathfield, has three departments of endeavor. *First*, there is the Home Teaching Society with which it began, and which, according to the report for 1892, has 304 names on its books. One hundred and thirty-two of these blind persons, whose ages range from ten to ninety years, reside in Sydney and suburbs, and others are distributed throughout the country. Of the whole number, 185 are readers, 119 non-readers. During the year one hundred and twenty-five towns have been visited to ascertain the whereabouts of fresh cases of blindness or to visit those already under care. The teaching embraces: to read Moon type, 15; to read and write Braille, 7; to read embossed music, 2; to emboss music, 1; chair-caning, 1; halter-making, 1; knitting, 1; netting, 1. This department is under the care of Mr. H. S. Prescott, with his assistant, Mr. Mattingly.

*Second*, the Industrial Home for Blind Women. A new building has been erected for this department, which was formally opened March 31, 1892, by Mrs. W. P. Manning, mayoress of Sydney, when about eighty blind persons, with their guides, partook of a substantial tea, which was followed by an entertainment. The list of articles made during the year includes halters, clothes-lines, onion-nets, oyster-bags, door-mats, chairs recaned, knitted skirts, socks, and stockings, under-garments, beaded frilling, and tatted edging.

*Third*, the Retreat for the Aged Female Blind, which, with the Industrial Home, is under the care of Mrs. Prescott.

This institution has a lending library consisting of 1,116 volumes in Moon type and 493 in Braille.

## SCOTLAND.

DUNDEE.—A grand exhibition of technical and kindergarten work, accompanied by a concert and gymnastic display by the pupils of the Dundee Institution for the Blind, was given in Kin-naird Hall, November 16. W. Ogilvy Dalgleish, Esq., of Errol Park, presided; and the exhibition was opened by the Right Hon-orable the Earl of Airlie, K.T., whose address was loudly ap-plauded. Its main point was the reference made by his lordship to the pressing social problem of to-day,—how to help without hurting the poor; and he thought the institution was solving the problem for a special class in an ideal manner.

The hall was attractively arranged, the industrial, technical, and kindergarten work done by the children was displayed at a plat-form at one end; while 'at the opposite end were tastefully ap-pointed stalls where goods made by the inmates could be pur-chased. On a raised platform which ran along the centre of the hall the various industries were shown in operation. It is only about three years since the privilege of making herring baskets was first extended to blind workers, and the Dundee Institution seems to have been the first to receive an order for them. They are woven round an iron frame, to guide the shaping. Each bas-ket must be of regulation size, and must be passed by a govern-ment official, who stamps it on boards provided for the purpose at each side.

A concert was given in the afternoon, at which Mr. J. S. Brand, who was educated at the institution, played an organ solo; and in the evening a second concert with a longer programme was given, under the direction of Mr. Henry Marshall, a former pupil and now musical instructor. The gymnastic and calisthenic displays, under the kind superintendence of Mr. Sturrock, were very pleas-ing. The champion gymnast this year was a fair-haired girl, who received a silver brooch, and who, for the season, is the holder of ex-Provost Hunter's cup.

With the Countess of Airlie, who accompanied her husband, was her sister, Lady Esther Gore. The noble party stayed nearly two hours. They made several purchases, and seemed to enjoy the occasion thoroughly; and their presence and lively interest in the proceedings added much to the general enjoyment.

A visitor, watching a little girl who was working intently, was informed by a bystander that she was "feeling a wire, that being," he thoughtfully added, "very likely the first thing they get to do."

The child was stringing beads on a slender wire, to be twisted into some pretty design.

## SWITZERLAND.

LAUSANNE.—The *Valentin Haüy* announces that, in commemoration of the fiftieth anniversary of the foundation of the *Asile des Aveugles de Lausanne*, Monsieur Secrétan, the director, contemplates a meeting of all friends of the blind in that city, in July or August, 1894,—a truly cosmopolitan reunion. It will be held either before or after the Congress which is to convene at Munich next summer.

## VIRGINIA.

STAUNTON.—Wednesday, Nov. 15, 1893, was the fifty-fourth anniversary of the opening of the Virginia Institution for the Education of the Deaf and Dumb, and the Blind. The *Goodson Gazette* has given a brief outline of its history up to the close of the Civil War.

As early as March 31, 1838, the General Assembly of the State, which then held its sessions at Richmond, passed a bill appropriating \$20,000 for purchasing a site and erecting the necessary buildings. An annual appropriation of \$10,000 was made for the support of the school, which was to be located at Staunton. Private philanthropy, in the person of Mr. James Bell, here aided the enterprise by a gift of five acres of land on which to build; and eleven and one-half acres were added by purchase, at a cost of \$40 per acre. But the school did not wait for the erection of a new edifice. It was opened in an old building in Staunton, Nov. 15, 1839, with one teacher and two pupils in each department. Rev. Joseph D. Tyler, a teacher in the American Asylum for the Deaf and Dumb at Hartford, was elected principal of the department for the deaf, while the department for the blind was placed in charge of Dr. J. C. M. Merillat, a teacher of the Pennsylvania Institution for the Blind. Rev. Mr. Tyler remained in office until his death in January, 1852, when Dr. Merillat took charge of both departments until 1863. Dr. Merillat died at Romney, West Va., Sept. 18, 1891.

Although the school was opened in 1839, it was not until 1846 that the eastern wing of the building was finished. There were then 36 deaf-mute and 24 blind pupils in the house. To-day—forty-seven years later—the school numbers 78 deaf and 50 blind pupils. During the war the school was removed to the Virginia Female Institute, also located in Staunton; and the institution buildings were used as a Confederate hospital.

## WEST VIRGINIA.

ROMNEY.—We learn from the *Tablet* that the organ used in the West Virginia building at the World's Fair has been presented to the School for the Deaf and the Blind of that State, and was sent thither in November. The organ was made by George P. Bent, of Chicago, and was a gift from him to the State of West Virginia. The school has tendered a vote of thanks to the generous manufacturer, and also to the State commissioners, for kindly considering their need in the final bestowment of the gift. It is a valuable acquisition to the musical department, where the rich tones of the beautiful instrument are greatly enjoyed.

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EDITORIAL NOTES.

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THE frontispiece in the December number was as great a surprise to us as its meaning was a puzzle to our readers. It shows the salesrooms of the Glasgow (Scotland) Asylum for the Blind, and was intended to accompany an account of the industries pursued there, which will appear later. Unfortunately, the plates, having been printed in advance, were seized upon in the bindery, and incorporated without question, to our chagrin and that of our printer.

\* \* \*

THOSE who have read the narrative of Rev. W. H. Murray's work among the Chinese blind (see December *Mentor*, p. 362) will be interested in the paper by Miss C. F. Gordon-Cumming, entitled "Work for the Blind in China," the first chapter of which is given this month.

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WE have increased the size of the present number, in order to present entire the paper upon "Trades for the Blind," a subject of vital interest. We wish our subscription list warranted a continuance of the increased number of pages.

\* \* \*

WE thank the friends who have so kindly responded to our suggestion by sending early renewals of their subscriptions. We

must again repeat, what has been often said before, that the price of subscription does not leave the slightest margin for the cost of collection from delinquents. Indeed, aside from the satisfaction of knowing that *The Mentor* is benefiting individuals, schools, and the general public, we have only pecuniary loss in return for our labor. We therefore feel justified in asking our readers not to wait for reminders of their indebtedness. We solicit equal promptness in notifying if one wishes to discontinue, as parties are responsible for payment so long as they continue to receive the magazine.

\* \* \*

A CORRESPONDENT inquires for some simple arrangement by which one may comfortably read embossed music while at the piano. Will music readers favor us with their experience or suggestions?

\* \* \*

MR. THOMAS C. ORNDORFF, Worcester, Mass., is continuing his experiments in the line of improvements in embossed printing, and hopes to produce something which will be of value to the blind.

\* \* \*

THE second volume of Landon's "New Method for the Piano-forte," in the Braille musical notation, is now in press at the printing office of the Perkins Institution, Boston.

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THE following is a list of embossed books recently printed, including some not yet completed, but for which orders may be sent to the American Printing House for the Blind, Louisville, Ky., or to the Perkins Institution, Boston, Mass:—

#### NEW BOOKS PUBLISHED BY THE AMERICAN PRINTING HOUSE.

IN NEW YORK POINT.

Touch and Technic. Mason.  
 Latin Grammar. Allen & Greenough.  
 Solid Geometry. Wells.  
 Trigonometry. Wells.  
 Logarithmic Tables.  
 Counterpoint. Bridge.  
 Double Counterpoint. Bridge.  
 Fugue. Higgs.

Art of Phrasing. Mathews.

Manual of Musical History. Ritter.

New York Point Primers. New series. W. B. Wait.

IN AMERICAN BRAILLE.

St. Louis Readers, No. 1.

" " " " 2.

" " " " 3.

" " " " 4.

Davis's Second Reader. 2 vols.

" Third " 2 vols.

Swinton & Cathcart's Second Supplementary Reader, "Golden Book of Choice Reading." 2 vols.

Swinton & Cathcart's Fourth Supplementary Reader, Portion of "Readings in Nature's Book." 2 vols.

Our Language. G. A. Southworth and F. B. Goddard.

American History. Montgomery. 3 vols.

Friends in Feathers and Fur. Johnnot. 2 vols.

Seven Little Sisters.

Miscellaneous Poems. 2 vols.

The Song of Hiawatha. Longfellow. 2 vols.

Horatius. Macaulay.

A Tale of the Sea.

King Robert of Sicily (pamphlet).

NEW BOOKS PUBLISHED BY THE PERKINS  
INSTITUTION.

IN LINE TYPE.

The Beauties of Nature. Sir J. Lubbock.

Merchant of Venice. Shakespeare.

The War of Independence. J. Fiske.

Water Babies. Charles Kingsley.

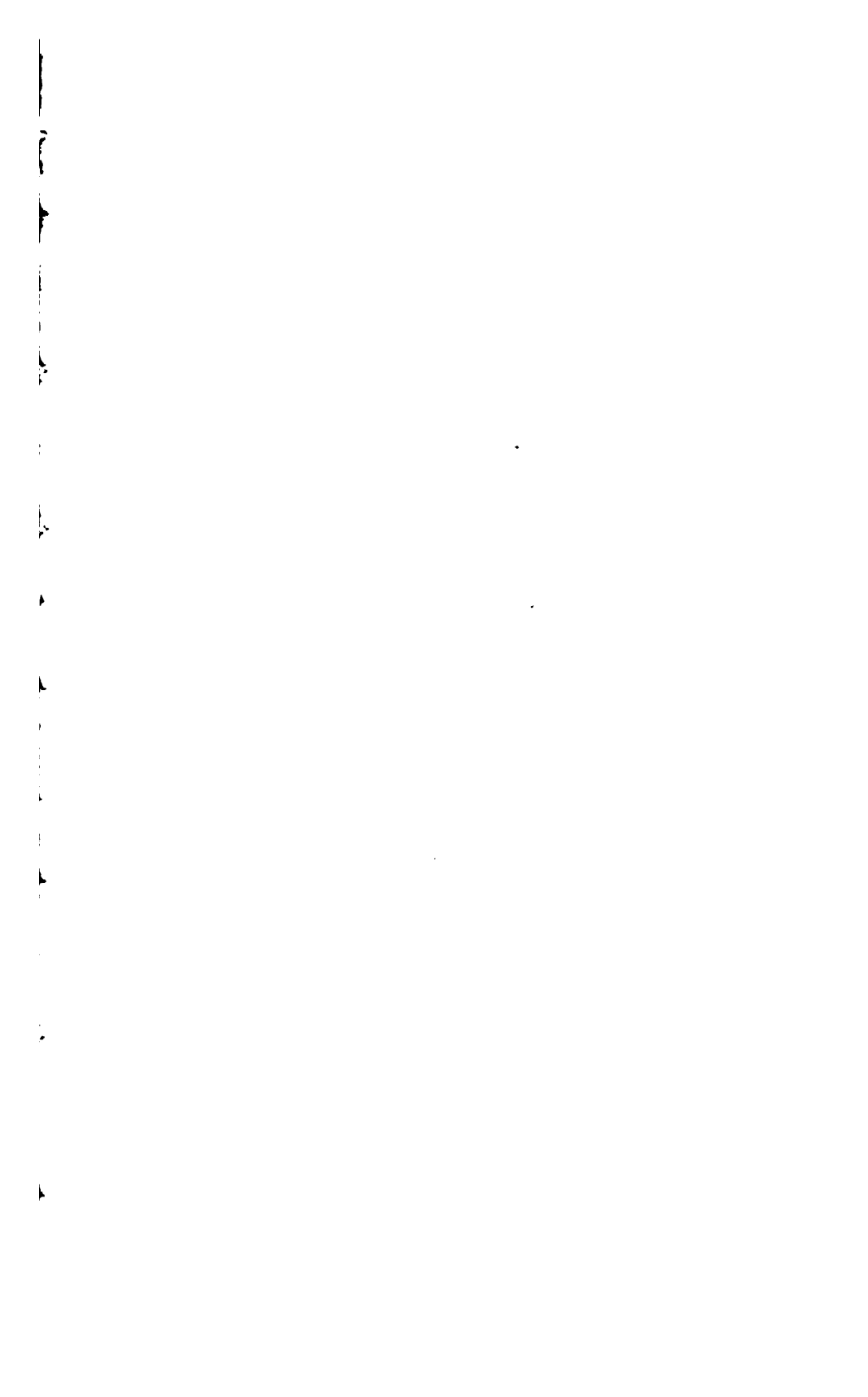
Rasselas. Samuel Johnson.

Don't. Censor.

Handbook of Knitting. C. D. Gleason.

Handbook of Crochet. C. D. Gleason.







ROYAL NORMAL COLLEGE FOR THE BLIND.  
BALANCE BEAM. BOATING. CYCLING. GREAT EASTERN.  
Centre of Grounds, looking north.

# THE MENTOR

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VOL. IV.

FEBRUARY, 1894.

No. 2

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## LIFE'S TEACHINGS.

*A Paper read before the Congress of Instructors and Friends of the Blind, held in Chicago, July, 1893, by F. J. Campbell, LL.D., Principal of the Royal Normal College for the Blind, Upper Norwood.*

### II.

ALL institutions give more or less attention to calisthenics, gymnastics, and military drill; but class training, though absolutely essential, will never develop that spontaneous love of play observable among seeing boys and girls. Our constant aim has been to arrange and discover suitable games and outdoor sports which will offer irresistible attractions to the blind. Ample playgrounds, properly laid out, not for the seeing, but for the blind, are essential. The college at present has thirteen acres, which we hope to increase to twenty. Our asphalt walks are so constructed as to indicate to the foot every turn, flight of steps, or doorway.

The following paragraph from the *London Times*, written on the occasion of the opening of the new property, gives a concise description of our grounds:—

“Windermere, recently purchased, contains four and a half acres, and with the existing nine acres of the college grounds forms one of the most picturesque properties south of the Thames. It includes playgrounds admirably arranged, a cycle track, a *barre-à-pied* alley, a plot for hammer-throwing and shot-pitching, numerous walks, a lakelet where the pupils learn to row, beautiful flower beds and lovely grass slopes, shaded by fine trees, interspersed with a variety of swings, tilts, rocking boats, rob-roys, giant

strides, balance beam, etc. Rarely in so small an area is there to be found such a combination of the useful and practical, side by side with the beautiful. No corner or coigne of vantage is lost that can conduce to the recreative welfare of the students."

Cycling and rowing are systematically taught: the pupils are arranged in classes, and a man devotes several hours daily to the purpose of special training. We not only endeavor to overcome awkwardness, but to prepare our pupils, both girls and boys, for cycling expeditions. Our grounds, though beautiful, are not sufficient. We have eight, six, four, three, and two-in-hand cycles, so that we can take large parties over the hills of Surrey; Banstead, Dorking, Epsom, Leith Hill, Red Hill, and Godstone are included in our ordinary excursions; but now and again, when concerts or gymnastic displays are to be given, we go long distances, as Brighton, Derby, Birmingham, etc. When blind pupils can run from fifty to a hundred miles per day and enjoy it, they will not easily be discouraged by any ordinary difficulties. Our celebrated eight-in-hand was specially constructed for the college by Messrs. Rudge & Co., and Messrs. Singer are now manufacturing a twelve, and ten-in-hand for us. We have always made a specialty of physical training, but we have resolved to do much more. We are increasing our staff of physical instructors, that new pupils who are awkward and deficient in energy may devote at least one-half their time to physical training, until all these defects have been overcome.

Yet gymnasiums, rinks, playgrounds, and cycles avail little without personal enthusiasm. The cheerful readiness of our teachers not only to join, but lead in the games of the youngest children, as though they were again boys and girls at school, has been a powerful factor in our effort to give life and activity to our pupils. And not only the teachers, but the clerks in the office, even the gardeners, take an active share. They skate, row, swim, and cycle. In this way we overcome the timidity of the blind; and the working of the plan is now esteemed a pleasure, not a mere round of humdrum duties.

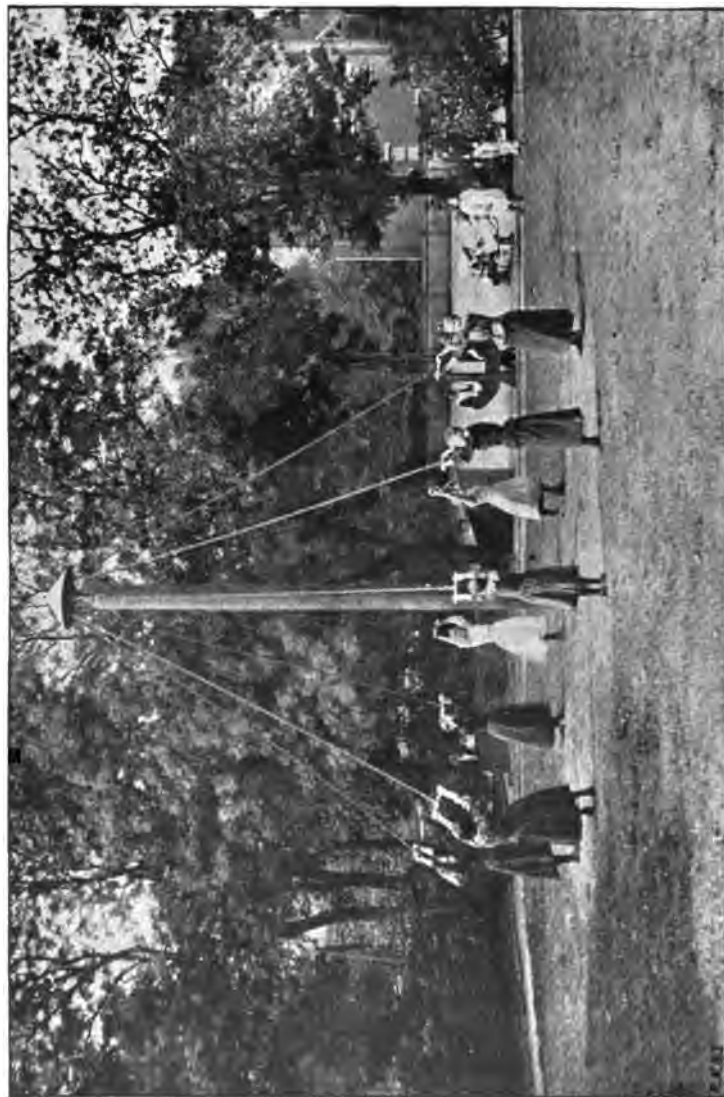
Technical training, or the proper use of tools, should form an important part of the early education of blind children. Both girls and boys should pursue a systematic course of technical training. Such a course awakens the perceptive faculties, gives activity to the body, and prepares the hands and fingers for pianoforte playing, pianoforte tuning, or handicraft. If the blind child has no gifts for literary and musical studies or pianoforte tuning, this technical training will make him a more skilful mechanic and a more successful bread-winner.

No musical talent, however great, justifies the neglect of mental culture. Sighted teachers of music can, and often do, succeed without broad culture; but with the blind intellectual development is indispensable. The musical education must be based upon a thorough general education, solid, well-balanced, and comprehensive. Our aim is to develop the powers of observation, train the reasoning faculties, cultivate the power of clear and concise expression, and stimulate a love of literature and good reading.

Music in its various branches is a good and lucrative calling for the blind; and yet, in all countries, many who have tried to earn a livelihood by music have failed. From a careful study of the subject I believe the failure is due to the following causes:—

1. In the selection of pupils for the profession the musical ear rather than the mental capacity was considered.
2. The physical and intellectual powers of the musical students were not developed.
3. The musical instruction and practice was insufficient both in quantity and quality.
4. The opportunity of hearing music in its highest forms was not afforded them.
5. They were not trained in the art of teaching, especially in the best method of giving instruction to seeing children.

To become successful in the profession, it is necessary for the blind to have opportunities of instruction, practice, study, and hearing music equal to the seeing with whom they will have to compete in the open market. In all branches of the art the services of the very best professors should be secured. If the blind musician is to rise above mediocrity, systematic musical instruction in



GIRLS' GIANT STRIDE.

ROB ROY.

BOAT SWING.

CART.

Fawcett Green, looking west.

childhood is indispensable; and good instruction will avail very little unless the practice is under constant and judicious supervision. The pupils should constantly hear the best performances of high-class music. The Royal Normal College was located in Norwood, that its pupils might profit by the great musical advantages in the varied programmes of high-class music performed in the Crystal Palace. In the rehearsals and concerts the students have opportunities for becoming familiar with the standard works of all the great masters, and of hearing performances by distinguished artists from all parts of the world.

The musical instruction in its several branches of harmony, pianoforte, organ and vocal culture, should be addressed to the mind, and not merely to the ear. This is the only possible method by which musical training can be made of practical use to the blind.

Institutions for the blind, even if their means are limited, ought to have, at least, good elementary musical instruction. It is far better for a blind man to be a good mechanic than a poor musician. Bad musical training in childhood unfits him for both. He will not be happy afterwards to work at a trade, and his early training will make it almost impossible for him to ever attain anything creditable in the musical profession. It is sometimes urged that it is extravagant to employ the best teachers for poor blind children. But it is more extravagant to spend money in a way that unfits rather than fits them for useful independence. *A practical education is a blind man's capital.*

Although good teaching is indispensable, no amount of teaching, even the best, can take the place of regular, intelligent study and practice. It is commonly supposed that the blind are indefatigable in their efforts to learn, especially music. After many years' experience, however, I am convinced that it requires more effort to obtain thorough, systematic work from the blind than from seeing persons. Teachers of the blind not only require patience, tact, and ability, but they need a large reserve of enthusiasm to arouse and call into activity the dormant faculties of their pupils.



ROCKING BOAT.

CART.  
Westminster Walk, looking south-east.

ROPE SKIPPING.



The individual requirements of each pupil should be carefully considered. It is comparatively easy to teach pupils who have musical talent combined with mental capacity ; but large numbers of the blind *do not possess musical gifts*, and in such cases attention should be given to the cultivation of the ear. Much skill is required to train the so-called unmusical ear. At twelve years of age I could not tell one tune from another. The development was long and tedious, but the result determined my life-work for the blind.

Every blind child, from the first exercise that he learns on the pianoforte, should be required to read his own music. It is less difficult for a blind child to master the Braille musical notation than for a sighted child to overcome the difficulties of the staff notation. With systematic instruction the blind student can soon master the system, and his progress will then be rapid. All our pupils read and write music with great facility. Our choir can write any vocal composition, as chants, hymns, part songs, madrigals, or grand choruses, and immediately sing them from the notes. I am confident they could successfully compete in sight reading with the best sighted choirs in the country. And, although at present unanimity in regard to literature seems impossible, I earnestly appeal to all parties to accept the musical notation which is in common use in Scandinavia, Denmark, Russia, the Balkan Peninsula, Austria, Germany, Holland, Belgium, France, Switzerland, Italy, Spain, Portugal, the United Kingdom, British Colonies, South America, and some of the United States.

Institutions which use a different system for literature would have to provide extra frames for writing the music, but after the first outlay this would not cost \$50 per annum. Can this trivial cost be compared with the great advantages that would arise if all the embossed music were available for the blind of the world ?

Music teachers and music readers, who dictate for the blind to write, often adopt the phraseology of the embossed musical notation. This is suicidal, and should not be allowed. The blind student must become thoroughly acquainted with the staff notation. Therefore, teachers and



VAULTING-HORSE PYRAMID.

those who dictate his music should use the phraseology of the staff notation. The blind teacher must be an adept in teaching young sighted children the ordinary notation. This is the key-note of the position; and, if he cannot do this, we have not established our case. For many years I have used an original method in teaching young, sighted children. Hitherto it has been necessary to prepare cards, to enable the blind to use the method; but I am having a primer published by Messrs. Novello, Ewer & Co., so that the blind music teacher may have it for a few pence. It will be printed in Braille as well as the staff notation.

Every institution should keep in touch with its old pupils. The superintendent who carefully studies the successes and failures of his pupils, when they go into the world, will more wisely direct the work and energies of his present and future students. Some superintendents say, "It is our duty to educate these blind children, but we are not responsible for their future employment," placing themselves on a plane with teachers of sighted schools. But a sighted person has a hundred avenues of employment open to him: if one fails, he can try others. If the character, ability, and home surroundings of each blind student are not studied, he may, and probably will, be sent out without any training suited to his special requirements.

Educators who hold the view that they are not responsible for employment probably ask, "Is it so nominated in the bond?" They forget that there is much prejudice to be overcome in the employment of the blind; and, if young blind men and women have to make their way in the world unaided, many failures will occur where brilliant successes would have been possible if they had been supported by the combined influence of the superintendent and board of directors.

The earnings of the old pupils of the College in 1892 were about £18,000. I believe it would not have reached half that sum if the president, committee, professors, teachers, principal, and many other influential friends did not cheerfully assist in establishing the pupils in business.

In conclusion, as a blind man, I declare that the blind cannot afford to do work which is not the best of its kind. If brush, broom, or basket makers, the articles should be noted for excellence. If pianoforte tuners, fussy ladies and nervous professors, affected by the least imperfection, should know where to apply. If business men, courtesy, promptness, and integrity should characterize their dealings. We must raise our standard, and not be satisfied until the blind, as a class, will feel disgraced by inferior work. Our aim must be to produce earnest Christian men and women, thoroughly trained in prompt, business-like habits, well developed physically, with irrepressible energy, dauntless courage, and bright hopefulness. Literary and musical culture should be blended, and fulfil Milton's beautiful words : —

“Blest pair of Sirens, pledges of heaven's joy,  
Sphere-born harmonious sisters, Voice and Verse,  
Wed your divine sounds, and mixed power employ  
Dead things with inbreathed sense able to pierce;  
And to our high-raised phantasy present  
That undisturbèd song of pure concent,  
Aye sung before the sapphire-color'd throne,  
To Him that sits thereon,  
With saintly shout, and solemn jubilee,  
Where the bright Seraphim, in burning row,  
Their loud, uplifted angel-trumpets blow,  
And the cherubic host in thousand quires  
Touch their immortal harps of golden wires,  
With those just Spirits that wear victorious palms,  
Hymns devout and holy psalms  
Singing everlastingly:  
That we on earth with undiscording voice  
May rightly answer that melodious noise,  
As once we did, till disproportioned sin  
Jarred against nature's chime, and with harsh din  
Broke the fair music that all creatures made  
To their great Lord, whose love their motion swayed  
In perfect diapason, whilst they stood  
In first obedience, and their state of good.  
O, may we soon again renew that song,  
And keep in tune with heaven, till God erelong  
To his celestial concert us unite,  
To live with Him, and sing in endless morn of light.”

THE IMPORTANCE OF IMPROVING THE  
DEPORTMENT OF THE BLIND IN  
OUR SCHOOLS.

[From *Le Valentin Haüy*.]

[A prize essay upon the subject, which was announced for competition by the Valentin Haüy Association in 1892.]

A BLIND person has usually a certain carriage, with manners and gestures, which make him recognized at a distance, even if his eyes are not disfigured. The reason is simple: he cannot copy his companions whom he does not see. What the seeing child learns unconsciously, and by mere imitation of that which is before his eyes, will always remain unknown to the blind unless a most careful training at every moment supplies the lacking sight. He is often deficient in deportment, and has peculiar ways and gestures. It is therefore needful that great attention be given, in schools, to remedy these defects which pertain to blindness, but which will diminish if care be exercised. It is too readily taken for granted that the appearance of the blind cannot be like that of others; and, with this idea, nothing or next to nothing is done for what may be called their *external education*. Yet, because they cannot read the ordinary characters, we have not abandoned the idea of teaching them music: we have simply devised a special process to accomplish it. In like manner a special training is required to give them in carriage, manners, and gestures that ease which will make them as nearly as possible like the seeing.

When a blind person presents himself in a parlor as a teacher of the piano, if he is awkward, if his hands embarrass him, if he twitches (it is generally when one is timid that he exhibits these nervous movements so pitiable to behold), what do people think, especially if they have never seen the blind? They may allow that he has talent as an executant, they may promise to go to hear him; but they do not seek to approach him nearer than the lesson requires. The unfortunate man may charm them by his rendering

of some masterpiece; but the first impression was painful, and it will remain a hindrance to him. There are some blind persons who have a great degree of *amour propre*, and a strong desire to conceal their infirmity. They watch themselves carefully; they carry the head erect, avoid gesticulating, indulge no peculiar motions unless it be some movements which they use, believing them to be proper. And yet one perceives throughout their carriage a something which is not like the rest of the world. It is a certain rigidity, a constraint which cramps them. This arises from their lack of knowledge of the movements which are usual on such or such occasions, the gestures which accompany such and such words. For example, when we say, "I do not know, I do not understand," we have a habit of extending the open hands and throwing the head slightly forward in making the negative sign. The blind person, on the contrary, maintains an erect position, the hands resting upon one another. If, for instance, we ask what he thinks of a piece of music, he will reply, "I do not know it," without in the least expressing, by his manner, any regret at this ignorance; and there may even appear an indifference to the occasion or the author, which may be unfortunate.

This lack of expression will give him an appearance of reticence and coldness which will have a bad effect. These things are difficult to learn; and they are, to some extent, peculiar to each individual. Nevertheless, if the blind person knows what others do; if, while he is still young, his power of expression, the physiognomy of his whole person, so to speak, is exercised,—he will inevitably become less stiff, less statue-like. But this kind of training needs incessant practice, for which the slightest occasion may serve as a pretext. On the other hand, no teaching demands more caution, more tact, than this. If the gesture is forced, it were better to have been lacking. That the blind person be not embarrassed by his hands, and that he should know the various positions they may take, is a step.

Evidently, a course in deportment is essential in a school for the blind; but, aside from this course, the only means of achieving a practical end will be to exercise a faithful and

an assiduous watchfulness. Since in such schools the children are constantly under the care of a person intrusted with the order and discipline, this part of the education, as delicate as it is essential, must fall upon this officer. The supervisor should be made to require the pupil to bow in passing before him, and to invariably turn his face toward him in speaking. If the same supervisor improves the gait of the pupils by walking with them, corrects their stiffness, and accustoms them to easy movements; if he habituates them to accompany their thanks for the slightest service with a pleasant and natural smile,— he will accomplish an important work. At play, when the children are relieved from restraint, they frequently have a most grotesque carriage, a hipshot gait, movements of the head, and sometimes peculiar motions of the arms. Some hold their heads too high, others too low; this one rocks, that one drags his feet; many shake or stretch their hands, or throw themselves into various attitudes from the mere need of activity and the lack of other means of exercise.

On all sides it is recommended, in general remarks, to avoid all these things; but it is by taking the pupil in the very act that we can correct these irregularities which, alas! constitute an *ensemble* of unpleasant idiosyncrasies. It is on this account, especially, that the blind have the greatest need of being surrounded by thoroughly devoted persons who have the patience to reprove them repeatedly, and the courage to humiliate them by severely censuring those things which make them ridiculous.

I know that the habit of living among these people makes one fail to notice these defects, and this is undoubtedly one of the reasons of the great indulgence exercised in regard to the deportment of children in schools for the blind. But such indulgence they will not find elsewhere, and their ungainly bearing will always be an obstacle to their success. The subject, therefore, deserves serious attention.

It is needful to require an incessant watchfulness on the part of persons intrusted with the education of the blind. We all know that what is left to voluntary action or individual initiative is not followed up, or, at least, is never done

in a connected and regular way. One does not think of it ; another has not the time ; the pupils already have other strict rules, and to chide them at every instant will make them lose precious time ; and, moreover, there are other things with which it conflicts,—for example, the lesson in arithmetic or at the piano. Thus a distinct lesson of a half hour daily becomes a primary necessity if we would achieve good results.

This lesson should be confided to a seeing person ; yet we do not hesitate to say that a blind person is perfectly capable, to a certain extent at least, of supervising and correcting the bearing of his pupils. And we have many times noticed that in schools for the blind where all the lessons are given by the sighted the deportment of the pupils is not better than in the schools where the teachers are blind. But, since we aim by this training to prepare the blind for contact with the seeing, and to give them the polish which the latter demand, it is clear that eyes are needful for such instruction ; for abstract teaching and vague theories are useless here.

Each year the programme of the course should be extended ; but the preceding lessons should be reviewed with greater demands, in order that movements may become easy by repetition. Everything should serve as an occasion for remark,—entering and leaving the class, the dining-room, the chapel, giving or receiving an article. The table, especially, should furnish abundant material. It is there that the blind person meets the greatest difficulties, when he finds himself in the midst of the seeing who forget to wait upon him or do not venture to do so.

Each day these points should be again brought up, and the pupils invited to correct the defects mentioned at the previous sitting ; and, in order that the lesson be not purely theoretical, at meal time or recreation time the irregularities taken up in the class should be the subject of special notice. During the later years this training should be no more than a succession of visits made or received, with all the accessories exactly as in a play. It should take place in a room furnished with chairs, easy-chairs, a table in the midst, a



piano, mantel-piece, etc. When one is accustomed to sit upon a bench, the use of a chair is a little embarrassing. The pupil, if he be a young man, should present himself with his hat in his hand, so that one may explain to him minutely how it should be held while he is speaking, otherwise he will not be able to understand the different positions it may assume during a conversation; and then he will be, as already remarked, too erect, statue-like. A young woman should have in her hand sometimes an umbrella, sometimes a muff or a small package: at other times her hands should be free.

Language should certainly have its share in the lesson, and the conversation should not be exclusive. In order that the instruction may be more fruitful in good results, might it not sometimes be given by one person, sometimes by another, and sometimes by two persons?

Finally, deportment should be the subject of constant attention on the part of the blind and their instructors. We are convinced that, when a serious movement toward reforming the manners of the blind is made, many obstacles will be removed, and the prejudices against the sightless which proceed more from external appearances than from lack of capacity will be nearly conquered.

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## ARROWS SHOT INTO THE DARK.

### II.

THE ensuing three days were days of nervous unrest to Philip Conan. Although he told himself over and over that it mattered little whether the things he had written appeared or did not appear in the *Telegram*, he could not rid himself of that feeling of uneasy impatience.

To fill in the time, he returned to the task that previously had occupied him, which was the writing of a little story that he half-heartedly hoped might find acceptance somewhere. But he broke from this work many times, and wandered aimlessly about the familiar streets.

The day on which the edition of the *Telegram* was to

appear was by far the worst of the three. Yet he clung to his room, and sturdily wrought at his story. He knew that, if he ventured into the street, his longing desire to get the first copy as it came damp from the Washington hand-press, and carry it home for his mother to look over for him, would be beyond his powers of resistance.

Fortunately, the work he had to do on the story was little else than revising and copying. His nervousness rendered him incapable of original composition. The copy was made with a lead-pencil. Pride and a desire that the work offered should not assume a begging character kept him from explaining in his note to the editor of the periodical chosen the cause of this, and of the peculiar angularity of the letters and the evident lack of ease in the writing.

When Hetty came home at noon, bringing the mail, she said nothing of the *Telegram*; and Philip would not question her. However, after dinner he gave her the story he had so painstakingly copied, and asked her to glance it over and see if there were any serious errors in it. This Hetty good-naturedly did, assuring him that the copy was good, and the story better than many things she had seen in the periodicals, and offered to mail it for him.

"I'll take it down myself after a while," he stated. "Thank you very much, Hetty. I'll have an easy time when you get to be the editor of some famous magazine."

"Which I never will," was her laughing reply, as she turned toward the door. "I'd rather have charge of a store."

To Philip Conan it seemed unfortunate that Hetty's literary tastes were so crude and undeveloped. He felt that he needed severe criticism, and here was Hetty ready to praise everything he wrote. As for the literary tastes of his mother, they were even worse. She read the *Telegram*, and listened to Hetty's reading of evenings, and had many pathetic little verses pasted in a scrap-book. But she preferred the uncouth rhymes of some local versifier in memory of a dead child to the finest stanzas of "In Memoriam."

When Philip was quite sure that the weekly edition of the *Telegram* must be in the post-office and distributed, he took

his way thither, and, after depositing his manuscript, asked for his mail.

His hand trembled as it closed on the familiar sheets of the *Telegram*. Then he hurried home at the swiftest pace consistent with safety, and requested his mother to see if the things he had written had been published.

This dependence even on his mother for so small a favor was a sore trial; but he endeavored to conceal it, as well as his eagerness, by a brave show of indifference.

His mother found two of the political editorials, and that concerning the railway wreck, and read them to him. He was not pleased to know that they had been "edited" with much severity. Some of the finest lines, as he thought, had been stricken out. That rounded and polished paragraph in which he had likened the republic to a ship buffeted by the billows of an adverse sea, but which was destined yet to ride out the storm and find safe anchorage, had disappeared. Not a splintered spar or a rag of the storm-rent sails was left of it.

"Bliss don't know good writing when he sees it!" Philip muttered, as he retired to his room, and passed his fingers over the pages.

Oh! that he could see and read for himself the lines whose impress was felt under his sensitive fingers!

For several days thereafter he hesitatingly questioned whether or not he should offer anything more to the *Telegram*. Bliss did not come near him, nor in any way signify that he was pleased with the work or desired more. No one in the town seemed to notice that those particular editorials were in any way superior to the ones usually found in the paper.

Nevertheless, he paid more than his usual attention to the things Hetty picked out of the "daily" in her evening readings; and finally wrote three short political paragraphs, which he took to Bliss's office.

"Obliged to you," said the lawyer, this time offering Philip a chair. "I didn't know whether you'd come again. I had to 'cut' those articles last week a little. But they were very good for a beginner."

The next week and the next Philip passed through a similar experience. The finest things, from his point of view, always failed to appear. Bliss began to take his contributions as a matter of course. There was no hint of pay, nor did Hetty in her most conscientious readings of the *Telegram* ever come on any statement or acknowledgment that the paper was deeply indebted to Mr. Philip Conan for many excellent contributions. For whatever was good or bad in the editorial page Mr. Bliss received credit. Not a person in Huntoon, except those most interested, seemed to know that Philip had ever written a line.

But, when Philip called again, he was given a pleasant surprise.

"I've been thinking about you, Conan," Bliss stated, when he had taken the articles; "and I've been wondering if you couldn't help me right along."

Philip's heart gave a great bound.

"Court convenes next week, and for a month or more my time will be so closely occupied that I can hardly look after the interests of the paper. Of course, you understand that there's no money in the *Telegram*, anyway. It barely pays expenses. But the party needs an organ here; and I've kept it going for that reason, and also because I like to have my little say now and then, and the paper furnishes me a good medium.

"You could prepare editorials, just as you've been doing, enough to fill, say, two columns; and you could knock about town, and pick up a good deal of local news and gossip, even if you are blind. You surely could find as much as I do by hard trying, for some days I'm hardly out of my office.

"Then you could go once a week or oftener to the merchants and advertising men and solicit 'ads.' You'll find there'll be a good deal to do, but I'm sure you can do it. You may use this office if you like, or bring what you write here. I'll look it over, and the printer can read the proof.

"Of course, I can't offer you much. But I'll give you two dollars and a half a week, and for what 'ads.' and job work you bring in I'll allow you a commission of ten per cent. What do you say?"

He was lounging on the table, with his gaze fixed on Philip, as the latter could tell.

"Nothing could please me better!" Philip declared with perfect honesty. "I don't know how well I'll succeed with the locals and the advertisements, but I can try."

In the next issue of the *Telegram* was displayed this acknowledgment of Philip's new relationship to Huntoon's small world of letters:—

Mr. Philip Conan, who is so well known to all our citizens, takes charge of the local and advertising departments of the *Telegram* with this issue. If you know anything that is of interest to yourself or neighbors, tell it to Mr. Conan, and likewise favor him with your orders for advertisements and job work.

Philip was especially pleased with this notice. It was short and to the point; and, though it did not warn the public that the heavy editorials of the heavy editorial department were to be written by Philip Conan, it at least made no mention of his blindness. A begging mention was what Philip had feared. He desired to succeed on his merits, if he succeeded at all.

On the heels of this there came a note from the magazine editor, accompanied by the return of his story. The editor took the pains to say:—

There are some good points in your work, but there are many crudities. The story lacks symmetry, and there are in it too many attempts at "fine writing."

This piece of considerate criticism was a thing for which to be grateful; but, strange to say, it rankled in Philip's breast like a poisoned sting.

However, in the next few months Philip was to learn many things of Bliss that tended to give him a different view of the magazine editor's words. Bliss continued to "cut" Philip's "copy," and to run his blue pencil ruthlessly through paragraph after paragraph that had cost Philip not a little labor.

"See here, Conan!" he said one day. "In this account of that fire over at Hughes'—and I beg your pardon for saying it—you make yourself ridiculous. You say, 'the devouring element, roaring like a mighty monster, licked up

the furniture at one fell swoop, and then reached its flaming arms aloft to grapple with the staircase,' and so forth."

"What's the matter with it?" Philip questioned, for he had thought it very fine.

"Well, in the first place, space is worth something even in the *Telegram*. I think 'fire' is to be preferred to 'devouring element'; and to say that the furniture was 'licked up at one fell swoop' is — well, rather mixing things, don't you think?"

Philip's cheeks burned.

"What would you say?"

"I've just run the pencil through your paragraph, and written instead, 'The furniture and the stairway were consumed.' It's shorter and means the same thing."

The lesson was not lost on Philip, for even he was made to see the fault.

In beginning his work for the *Telegram*, he had feared he would meet rebuffs, and that it would be almost impossible for him to collect news. But he found the people willing to tell him the happenings of the week, though they did not respond so readily to his solicitations for "ads." and job work. They had not been educated to liberal advertising. He received many hints, however, from the office factotum that he found it wise to heed.

"Now, I tell you what, Conan. Steele & Conyers over there have just got in a lot of dress goods. I saw the boxes brought up from the station. Strike 'em right now, and they'll give you a few lines."

The advice usually came in this wise, and Philip always found it good.

One long-to-be-remembered week Philip earned as much as six dollars. Several times his earnings had risen to four and five dollars, and for two months past he had been using a typewriter to write out his notes. The rent of the typewriter — whose use he had learned at school — was a dollar a week, but Philip felt amply justified in paying it.

He had another story in the hands of the magazine autocrat, and a second under way. Indeed, he was beginning to feel that he was succeeding, and to take just pride in it.

But there came an interruption. One morning Bliss made the startling announcement : —

“ I’ve sold the paper, Conan. I told you, didn’t I, of the trade I was contemplating ? The new proprietor is a newspaper man from Mentone, and will take personal charge next week.”

JOHN H. WHITSON.

[*To be continued.*]

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## COMPULSORY EDUCATION IN ENGLAND.

ON the first day of January, 1894, there came into operation “ A Bill to make Better Provision for the Elementary Education of Blind and Deaf Children in England and Wales.” If its provisions are carried out, they cannot fail to accomplish a material improvement in the condition of these children by removing them from the evil influences of ignorance and neglect, or the scarcely less harmful effects of injudicious kindness, which, because one sense is lacking, prevents the healthful exercise and development of all the others. The Royal Commission on the Blind, the Deaf and Dumb, etc., which was appointed in 1886, and which made a full report of its work in 1889, first mellowed the soil and sowed the seed ; but human hearts are so prone to let all good works languish unless harrowed by the pressure of frequent appeals that the recommendations of this Commission were left unheeded and unproductive for several years, and only the persistent endeavors of earnest friends of the blind and the deaf, enforced by deputations to the Education Department, have at last brought the subject to a fruitful issue. Among those who have rendered active and valuable aid in securing compulsory education for these unfortunate children are the Duke of Westminster, K.G., the Right Hon. Sir Lyon Playfair, K.C.B., M.P., Francis J. Campbell, LL.D., and many other noble friends of the cause.

The bill provides as follows : —

Be it enacted by the Queen’s most Excellent Majesty, by and with the advice and consent of the Lords Spiritual and Temporal, and Com-

mons, in this present Parliament assembled, and by the authority of the same, as follows : —

I. (1) The efficient elementary instruction which under the Elementary Education Act, 1876, a parent must cause his child to receive, shall, in the case of a blind or deaf child, be construed as including instruction suitable to such a child, and the fact of a child being blind or deaf shall not of itself be a reasonable excuse for not causing the child to attend school.

(2) In the case of a blind or deaf child, the fact that there is not within any particular distance from the residence of the child any public elementary school which the child can attend shall not of itself be a reasonable excuse for not causing the child to attend school, or for neglecting to provide efficient elementary instruction for the child.

II. (1) It shall be the duty of every school authority, as defined by this act, to enable blind and deaf children resident in their district, for whose elementary education efficient and suitable provision is not otherwise made, to obtain such education in some school for the time being certified by the Education Department as suitable for providing such education; and, for that purpose, either to establish or acquire and to maintain a school so certified, or to contribute, on such terms and to such extent as may be approved by the Education Department, towards the establishment or maintenance, or both, of a school so certified, and, where necessary, to make arrangements, subject to regulations of the Education Department, for boarding out any blind or deaf child in a home conveniently near to the certified school where the child is receiving elementary education.

The duty of the "school authority" under the latter clause does not extend to imbeciles or to children under the care of boards of guardians.

The subsequent clauses define the "school authority," and how its powers may be exercised; explain the duty of the Education Department in case of the failure of the "school authority" to perform his duty; indicate what schools may be "certified"; provide that children shall have religious instruction in accordance with the parents' persuasion; and that, for any expenses incurred for the education of a blind or deaf child in conformity with this bill, the parents shall contribute a certain sum weekly, to be agreed upon between the "school authority" and the parent, regard being had to the provisions of the Elementary Education Act, 1891. No payment made on behalf of a blind or deaf child under this act shall disfranchise the parent or subject him to any disability or disqualification. The pro-



visions of this act apply to "young persons between the ages of *fourteen* and *sixteen* years," as well as to children.

This act does not extend to Scotland or Ireland. Indeed, provision was made for the education of the blind in Scotland by a bill which came into operation Jan. 1, 1891.

In order to promote harmonious and wisely directed action in carrying out the provisions of this bill in regard to the blind of England and Wales, Dr. F. J. Campbell, Superintendent of the Royal Normal College for the Blind, London, has mailed three thousand copies of the following letter to the various school boards of England and Wales, inviting a national conference :—

ROYAL NORMAL COLLEGE AND ACADEMY OF MUSIC FOR  
THE BLIND, UPPER NORWOOD, S.E., Jan. 1, 1894.

*Dear Sir,*—The Act of Parliament which comes in force to-day will, I hope, mark a new era in the education of blind and deaf children; but whether it proves a blessing to these classes, or the reverse, depends upon the action of the school authorities.

If the young blind in large numbers are to be saved from pauperism, and lifted by education and training to a higher plane where they will take their part as active men and women in the busy world, the elementary training must be thoroughly practical and the very best attainable.

England has long deferred making national provision for the education of its defective classes; but we shall achieve practical results that will benefit the cause of the blind throughout the world if we are now guided by the experience of other countries, and wisely avoid their mistakes.

Comparatively speaking, there are few blind children: therefore, "efficient and suitable education" will prove very costly unless a united plan of action is adopted. "Efficient and suitable education" for blind children does *not* mean merely teaching embossed reading and writing and the ordinary work of the school standards. The blind, far more than seeing children, require and must have a practical and complete course of physical training; and, if they are to become successful bread-winners, thorough elementary training, technical and musical, must begin early.

By united action proper classification will become possible, and then both efficiency and economy will be secured. Any training which does not lead to future employment will be a failure, as it must still leave the blind a dependent class.

Small, ungraded schools, or even ungraded classes, mean a waste of time and money; and blindness and dependence will continue synonymous terms. A comprehensive scheme, based upon strict business

principles, will commend itself to the common sense of the nation. Owing to our unequalled railway facilities, there is no difficulty in sending blind children, at a nominal cost, to any part of the country. We should therefore concentrate our efforts upon large, well-graded schools, where blind children will be *taught the value of time*, and that they are placed in the world to do good and useful work, and must give an account of the talents intrusted to them, be they few or many.

A national conference, composed of representative men from the various school boards, would do much to advance the cause of the blind. The authorities of the Royal Normal College will be glad to make arrangements for such a conference at the College, so that the members may have an opportunity of witnessing the progressive methods of physical and technical training, general education, including kindergarten and modelling, and musical instruction in all its branches. The inspection of the gymnasia, rinks, swimming-bath, and playgrounds, will show that special arrangements, as well as special training, are indispensable. . . .

The letter closes with a request for an early reply, embodying the views of the various school boards, especially in regard to the proposed conference.

M. W. S.

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## WORK FOR THE BLIND IN CHINA.

[*From Life and Light.*]

### II.

I HAD been travelling for about twelve years in many delightful corners of the earth, and studying matters of very varied interest in many lands, ere what seemed to myself very aimless wanderings led me to Peking, where, by a totally unexpected chain of circumstances, I found myself hospitably welcomed at the London Mission, and there met my quiet, retiring countryman, who very kindly escorted me to see many strange scenes in that wonderful city, and finally invited me to come and hear his blind pupils read.

I found a couple of men and a couple of lads reading with evident delight; but, being accustomed to seeing blind readers in Europe, I quite failed at first to realize the full import of what I saw and heard, till it was explained to

me that it was only about two months since (after eight years of ceaseless, patient work and prayer) Mr. Murray had so far succeeded in puzzling out all the perplexing details of his system that he had determined to try whether it was comprehensible to the blind. So every one knew that up to that time these students had been miserable, half-starved and half-naked, howling for alms on the streets. Then, to their amazement, Mr. Murray (whose sole income, as now, was his slender salary) offered them board and lodging if they would come to his house and try to master his system. Seeing that in China book-learning is held in the highest honor, they willingly humored what they deemed his harmless phase of lunacy, and soon, to their inexpressible delight and amazement, found themselves able to read and to write.

From this successful beginning we hoped at first that Mr. Murray would be able, in a wonderfully short time, to teach a whole body of blind Scripture readers. But, alas! though to do so would be easy, the majority of the adult blind are so hopelessly depraved that it would be absolutely impossible to employ them; and Mr. Murray was very soon convinced that, in order to do any lasting good, he must work as patiently as do the trainers of Europeans. In other words, he must take his pupils in hand as young as possible, and train them for years, as boys and as young men, till their inborn heathenism and dark superstitions are rooted out, and replaced by a healthy, reliable Christianity. Certainly, he has had some very bright instances of adult blind converts, but these are rather the exception; and, as a general rule, he finds most satisfaction in the bright young creatures seven or eight years of age, both boys and girls. Of these, about half a dozen boys go daily to read aloud at the chapel of the various missions in Peking, where many of their countrymen, who would never come near a European teacher, pause to see these small lads reading with the tips of their fingers, and in some cases playing the harmonium or American organ as an accompaniment to hymns which tell Bible stories. The interest

this awakened has in many cases led to further inquiry and true conversion.

But, if the extension of the work is slower than was at first hoped, it is so sure that we take comfort in the analogy of the slow development of the little acorn into the majestic oak, with its wide-spreading branches; for one of the most remarkable points in Mr. Murray's system is that it applies equally well to the very varied dialects of all the provinces in the huge Chinese Empire. Men from Canton, who literally cannot understand the spoken language of Peking, acquire this with perfect facility, so that wherever a mission has been started, of whatever Christian denomination, it can send one of its own blind to be taught by Mr. Murray, and then return to start a school in his own town for his own mission. Thus it is hoped that a network of this good influence may gradually overspread this empire. Reading and writing are acquired simultaneously: each blind person is supplied with a writing-frame, with raised lines to guide him, and a strip of metal pierced all along with holes, through which the blind person, with his stylus, punctures one, two, or more dots with a rapidity quite equal to the average pace of a sighted writer. As a rule, sighted Chinamen generally take about six years to learn to read their four thousand intricate characters. Very few ever learn to write. But, as I have already stated, the blind master both in two months.

A great feature of the school is that all the work in preparing books is done on the spot. In England books for the blind are very costly, but at Peking all is done by the blind for the blind. By means of a very simple ingenious mechanical contrivance, invented by Mr. Murray, they work so rapidly that any one lad can easily turn out more work than three sighted men in England can do in the same time, and also more accurately, and of course far cheaper. A London workman considers three pages of embossed stereotyping to be a good day's work. A Chinese blind lad will easily produce ten pages a day. So all the work of stereotyping, printing, and binding is done in

the school as part of the course of lessons. So that Mr. Murray is able to offer copies for sale at an amazingly low price compared with that of books prepared for the blind in England. Sighted men have, however, to assist in embossing from the stereotype sheets. Now the whole Gospels, most of the Epistles, the Book of Psalms, and some other parts of the Bible and of other books are ready, each forming one concise volume, such as the smallest lad can conveniently carry.

Space fails me to tell of the ingenious means by which Mr. Murray instructs his students in arithmetic, geography, and music, also in weaving, shoemaking, and other industrial arts. But the strangest of all work for the blind is that of becoming teachers of persons with normal sight. People often said: "What an anomaly it is that blind persons can learn to read and write in two months, while sighted persons take six years to acquire the art of reading only. Why do not you do something for ordinary mortals?" So then Mr. Murray invented a raised type in strong black lines on the same system as the raised dots, and now blind lads prepare books in this new type for the use of sighted persons, and then teach all who will to read them; and willing students easily master this system in four days, and are then competent to read the Christian books prepared in this type. As regards their own Chinese classics, they can master them at their leisure; but the chances are in favor of their becoming Christians in the interval.

Another of Mr. Murray's inventions for the good of the Chinese is an admirable system of shorthand. Strange to say, a people who hold all literary pursuits in such exceeding reverence had never attempted anything of the sort; and the surprise and delight of those who have acquired this, and find themselves able to note down every word of a rapid speech, is unbounded.

To those who know the excruciating noise which passes for singing among the ordinary blind beggars of China, it is marvellous to hear with what facility the students at the blind school learn really good music, and how rapidly they master musical notation and the art of writing music from

dictation. All the pupils are provided with music frames. Suppose they are to take a new hymn in four parts: Mr. Murray dictates, and in about twenty minutes they have written it out perfectly. Then each learns his own part ready to sing next day. Beginners are taught by having the embossed symbol pasted on to each note of piano or organ, so that each student reads the written score with one hand, while with the other he finds out the notes.

Several blind lads have been trained as organists for the chapels of different missions, notably "Peter," who was one of the earliest pupils, a poor little beggar boy. From the first he was eminently satisfactory; and, having a marked talent for music, he soon became organist of the London Mission. He likewise is teacher of the school, and is Mr. Murray's right hand in everything.

C. F. GORDON-CUMMING.

*Crieff, Scotland.*

[*To be continued.*]

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## GREETING FROM MICHIGAN.

*Dear Readers of The Mentor*,—I desire, first of all, to wish you a Happy New Year; and may kind Providence, that has so bountifully favored us, continue its blessings according to our several needs! As our mission is ever to lend a helping hand in the march of progress, if there are any who have special cause of rejoicing, let them make it known through our beloved organ, *The Mentor* (which is, indeed, a light to us); for, in so doing, they may cheer and assist those who have been less prosperous. Some have found the journey a rough one, and may have been somewhat discouraged, thinking they have been left to fight the battle alone; but let me say to you, my brother, my sister, that for the willing mind and every ready hand the prize is waiting, and to the possessor of such a spirit the road to success is ever open.

Let us see, in this new year, whether there is not some-

thing for each of us to do beyond the routine of daily duties; and, having found the work, let us not be weary in well-doing. The task will not be completed in our lifetime; but for each there is the comfort of having aided in its accomplishment. The ledger of 1893, with its exact record of our deeds and misdeeds, our successes and failures, has been completed, and filed away. Looking at its three hundred and sixty-five pages, who would say, "I am well satisfied with my work"? Let the pages which pain us serve as a reminder that the failures of one year should be the means of success in the next, by broadening our conceptions and strengthening our hearts and minds. May the ledger of 1894 record for us all fewer failures and a richer showing of good deeds, kind words, and willing hands to aid those who need our assistance!

Your friend and earnest co-worker,

A. C. BLAKESLEE.

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## AMERICAN ASSOCIATION OF INSTRUCTORS OF THE BLIND.

### PLACE OF MEETING FOR THE THIRTEENTH BIENNIAL SESSION PROPOSED.

At Jacksonville, in 1890, it was determined to abandon the old usage of holding the biennial meetings of the Association, by invitation, at the several institutions large enough to accommodate the members, and, after accepting the hospitality of the Ontario Institution in 1892, to hold all future meetings at some popular summer resort.

At Brantford, in 1892, the Executive Committee of the Association was charged with the duty of selecting the next place of meeting and fixing the time.

The writer at that time suggested to the committee, individually, the name of Mountain Lake Park in the Alleghanies of Western Maryland, and was sufficiently encouraged to feel warranted in pushing the suggestion somewhat

more fully, which he begs to do at this time through the columns of *The Mentor*. The Park is a noted summer resort, belonging to a stock company, in the interest of education, religion, temperance, and general morality, and furnishes every summer accommodations to numerous societies in all these varied interests, providing them with ample halls, committee rooms, and hotel accommodations at very moderate rates.

Our Association can be accommodated in the early half of July, and that, too, in a way that will doubtless prove most satisfactory to all the members. Express, post, money order, and telegraph facilities on the ground, delightful drives and cycling tracks, unsurpassed scenery and easy accessibility, are some of the conspicuous advantages of the Park. It is situated on the main line of the B. & O. R.R., among the summits of the Alleghanies, and offers sanitary advantages unequalled in the country or in the world, certainly unexcelled.

The guests are left perfectly free to amuse themselves in their own way, with the exception that there is no bar. The numerous summer schools, literary, moral, religious, and other assemblies that have found accommodations there in the last few years, have given the Park a national reputation, which it will spare no pains or expense to sustain; and, if the Executive Committee should decide to call the thirteenth biennial meeting of the Association to meet there, there is no doubt that their action will be highly justified by the entertainment the members will enjoy.

Moreover, the problem of railroad rates has been beautifully solved by the authorities of the Park. They give round-trip tickets for one fare from all points on the B. & O. R.R. system, and some other roads, which include New York, Chicago, St. Louis, and other points too numerous to mention. In this view, the change to the new order will prove an economical one, especially if the Park is adopted as the place of meeting. Fuller information may be had by addressing L. A. Rudisill, Business Manager, Mountain Lake Park, Md.

H. H. JOHNSON.



## THROUGH BLIND EYES.

UNDER the title, "The Blind as seen through Blind Eyes," Messrs. G. P. Putnam's Sons (27 West Twenty-third Street, New York) have just published a translation of Maurice de la Sizeranne's work, "Les Aveugles. Par un Aveugle." The translation, made by F. Park Lewis, M.D., a member of the board of trustees of the New York State Institution for the Blind, brings this delightful book to English readers in a most happy manner.

The *Spectator*, under the caption "A Blind Man on Blindness," gives the following review of this work :—

M. de la Sizeranne's touching book is not merely written to interest those who care for the blind philanthropically : it is full of general and curious information, is even, in some degree, a work of art, and is especially striking from a cheerfulness and brightness of tone which can hardly be called patience. There is no lamentation, no suppressed suffering, in this vivid account of the life of the blind by one who shares it. He is like the blind man whose friend exclaimed thoughtlessly on finding him in a dark room, and who answered, "It is always light for me, you know." He has not written this book to ask for pity,—of that he and his fellows are sure,—but to show how little difference there is intellectually between the blind and the seeing, and to claim for the blind all those advantages of education, moral and physical, by which they are as capable of profiting as any other citizens.

M. d'Haussonville, who writes a delightful and sympathetic preface to the book, finds it hard to believe that M. de la Sizeranne's picture of the happiness, the privileges of the blind, is not drawn with too bright colors. It is Christian resignation, he says, which gives this tone to the writer's thoughts; and he tells the little story mentioned above. M. de la Sizeranne is one of those for whom there are no dark rooms. No doubt this is true, and no one, of course, can really believe that the loss of a sense may even add to

happiness ; but the fact that the writer is an exceptional man in his way need not affect either the truth or the fascination of anything that he tells us.

In nearly all ways the experience of one blind man must be that of another : it may differ in degree, but not in kind. It is the same difference, intensified, as that which exists between a blind man's and a seeing man's use of his other senses. The seeing man hears, the blind man listens : the seeing man touches, the blind man feels, and with his whole body. There is the same keenness in the matter of smell. It is difficult to realize how far these three senses go, used thus, toward compensating for the loss of the sense of sight. The blind know, M. de la Sizeranne reminds us, on what sort of earth or pavement they are walking : they feel and recognize what is under their feet. The sense of smell teaches them what kind of shops they are passing, if in a town ; while their ears can distinguish a street from a boulevard, and keenly know the difference between every kind of vehicle that goes by. Each bell that rings tells its different story to the blind man's ear : he knows the sounds of the trades, the different works that are going on all round him. In a country walk each wood, each path, each meadow, describes itself to the touch or smell ; and the trees speak with voices of their own :—

Le lilas et le chêne ne disent pas la même chose lorsque le vent passe ; ils ne frissonnent pas de la même manière en mai et en octobre. Autres sont les oiseaux qu'on entend, lorsqu'on est assis au pied d'un vieil orme, au milieu d'un grand bois, ou sur la berge de la rivière qui traverse la prairie.

In a fog, when seeing people are most at a loss, a blind man is more at his ease than usual. He is not disturbed by conflicting noises, as when the wind blows or a regiment is marching by. He can be more surely guided by the sound of his own footsteps, different when they approach any obstacle in the way. The famous *Quinze-Vingts*, the blind beggars of Paris, used to be employed as guides when there was a fog in the city.

We cannot here follow M. de la Sizeranne through his

very curious and affecting study of the psychology of the blind, nor into all the valuable particulars he gives as to their professional education in France at present. We can only say that these parts of his book are worth careful study, if only for the sake of learning how little one knows of the real state of such a large number of one's fellow-creatures. This is a book that can hardly be read without the consequence of largely increased understanding and deepened sympathy. The chapters on "L'Intellect" and "Le Moral" are particularly interesting, correcting what we must call vulgar errors, sweeping and ignorant conclusions, as to the powers and the disposition of those who are blind.

The history of what philanthropy in France has done for the blind is long and curious. Saint Louis, about the year 1260, founded in Paris the Hospital of the *Quinze-Vingts* for three hundred blind beggars. This was a religious foundation of Brothers and Sisters, and the charity of the time loaded it with endowments and privileges. M. de la Size-ranne gives a slight sketch of the not very edifying history of this foundation. The celebrated *Quinze-Vingts*, it seems, were not distinguished for their piety or, indeed, for any virtue. Their only useful work on record is the acting as guides in foggy weather. Among the blind of France they were the aristocrats, and they bore themselves as such:—

Dans Paris, les Quinze-Vingts étaient maîtres et seigneurs; là, et même en province, lorsqu'ils voyageaient pour leurs affaires (car ils en avaient), la fleur de lis attachée sur leur poitrine, et qui leur avait été concédée en bonne forme par Philippe le Bel, leur assurait la meilleure place au porche du sanctuaire. Il y a partout des aristocraties.

They alone had the privilege of begging in the Paris churches; and they also had the singular right of saying their prayers out loud, while ordinary people prayed in silence. One of their occupations, when not engaged in begging or bullying the less fortunate blind of Paris, was fighting a small rival foundation, the *Six-Vingts* of Chartres, established by Philippe le Long, which tried now and then to poach on the preserves of the *Quinze-Vingts*. The begging in the churches, which must have become a public nuisance,

was stopped in 1780; but the buildings and institutions of the *Quinze-Vingts* survived the Revolution, and in later years came under the influence of more modern ideas, originated by the remarkable philanthropist, Valentin Haüy.

A large part of M. de la Sizeranne's book is occupied with the life and work of Haüy. To him, it seems, is due the conviction that the blind could and should be taught like other people.

. . . . .

It seems as if M. de la Sizeranne was right in looking back to Valentin Haüy as the founder, in France at least, of the great system of education which has so entirely, in the present century, altered the condition of the blind. He also had the high merit of understanding that the help the great majority of these sufferers wanted was moral more than physical,—education rather than alms:—

Il semble dire au passant qui pense: "Je demande plutôt votre aide morale que votre aumône. Je donnerais dix ans de vie pour que vous m'appreniez à gagner mon pain." Valentin Haüy il y a cent ans rencontra un de ces aveugles, et il comprit.

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## AT HOME AND ABROAD.

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### CHINA.

HANKOW.—The School for Blind Boys has suffered for some time for the lack of a superintendent and from the loss of its basket-maker. Meantime Mr. Yu, the native teacher, has worked steadily on, confining his attention mainly to memorizing, and to teaching reading by the Braille adaptation to the Hankow dialect, which is believed by some to be the simplest system in China.

The school in October had only 10 pupils, but it has accommodations for 30. A new superintendent has been found, who is now preparing for his work under Mr. Buckle, Superintendent of the Yorkshire School for the Blind, and who will take charge of the school in the spring. Rev. David Hill writes from Hankow:—

“One or two friends in England are good enough to subscribe for the support of a scholar. £5 a year covers the cost. If any friends in the States interested in the Chinese blind wish to help, I shall be glad to hear from them.”

### COLORADO.

THE Colorado Springs *Gazette*, among its biographical sketches of men prominently identified with the interests of that city, gives a very complimentary notice to Professor John E. Ray, the Superintendent of the State School for the Mute and the Blind. A North Carolinian by birth and a graduate from Wake Forest College, Professor Ray accepted, in 1875, a teacher's place in the Institution for the Deaf and Blind of that State, and had twelve years of preliminary training before taking charge of the Colorado school. By personal visits to parents, costing thousands of miles of travel, the number of pupils has been increased from 65 to 132; while the efficiency of the corps of instructors has been raised to a standard of which any school may be proud, and the representation of its graduates in the National Deaf-mute College is as great in proportion to numbers as that of any of the older States.

The *Index* (of January 6) contains an excellent paper by Miss Harriet T. Rees, entitled “Literature for Children,” read at the December teachers' meeting of the Colorado school. “Teach the

little ones," she says, "Bryant's 'Robert of Lincoln' and Longfellow's 'Children's Hour,' and they will the sooner learn to love 'Thanatopsis' and 'Evangeline.' Let them become familiar with the great names and what they can comprehend of their writings at six, and at sixteen the literary tastes will be formed, and they will see nothing to desire in the yellow-covered literature upon which so many children feed. . . . The beautiful and the good belong to childhood. The world has not yet dimmed its capacity for understanding them. Keep the little and the pretty for the grown up people who have narrowed their souls to love them, but give to the children only the beautiful."

#### GERMANY.

*Der Blindenfreund* for November publishes a request from Herr Riemer, president of the Commission on Shorthand (or contracted writing), to the German and Austro-German institutions, asking them to make a practical test of the "Key and First Book of the German Shorthand" recently published, and to note especially the following points:—

1. Can these contractions be learned in the middle and higher classes?
2. Do they offer special difficulties?
3. How long a time is required to learn to read and write them?
4. Is their use unfavorable to orthography?
5. Do they hinder a comprehension of the elements of the mother tongue?
6. Do they make the acquirement of the Hebold or the Klein writing more difficult, or can both these methods of writing be taught as heretofore, when the Braille was used without contractions?

The institutions are allowed until Easter for this investigation. They are then requested to report to Herr Riemer, in order that the Commission may have time to prepare its report in season for the Eighth European Congress, which will meet in Munich in August, 1894.

#### KENTUCKY.

LOUISVILLE.—The Kentucky Institution for the Education of the Blind has published its report for the year ending Oct. 31, 1893, during which period 101 pupils have been under instruction in the white department, and 23 in the colored school. The names and residences of these are given, also the names and sala-

ries of the officers and employees. The report gives little information concerning the school, save that two Chickering pianos have been purchased for the white pupils, and a piano and melodeon for the colored department; and that, owing to the direct personal interest of the managers, the per capita expense has been less than \$230 for the year, while the last United States census gives the average per capita expenses for all institutions for the blind in the United States as \$280. It is the aim of the board of visitors to keep the Kentucky Institution abreast of the foremost of similar institutions in the land, and to do this with economy and efficiency.

## MASSACHUSETTS.

JOHN A. McKENNA, a former pupil of the Perkins Institution, recently met with an accident which has deprived him of both feet. On Saturday, December 23, while returning to his home on a late train from Boston, he fell from an overcrowded train at Winter Hill, the wheels passing over him. He was taken to the Somerville Hospital. His genial manners had won many friends who sympathize with him in this calamity. This sad accident is a warning to all blind persons that extreme caution is the price of safety.

## MISSOURI.

ST. LOUIS.—An exciting and interesting contest took place in the gymnasium of the Missouri School for the Blind recently. The first division of the boys, proud of the proficiency they had attained, challenged the first division of the girls. The challenge was accepted, and an evening set apart for the battle. A number of the friends of the school assembled to witness the exercises. The boys, under direction of Captain Wiederbush, the director of the department of physical culture, were first taken through a series of evolutions by fours, twos, etc., and then through a variety of movements with wands and clubs. An hour was consumed in these exercises. The strangers present were ready to declare the boys winners; but "the knowing ones" said, Wait till you see the girls. After a brief pause the girls were taken through identically the same movements, and clearly outdid their opponents at every point. The judges, consisting of three disinterested gentlemen, well posted on such matters, voted unanimously that the prize, a beautiful silk banner, be given the girls, which the superintendent did in a few appropriate and characteristic remarks. A return engagement will be contested in the spring.

## PENNSYLVANIA.

PITTSBURGH.—It will be interesting, no doubt, to all who are engaged in the work of educating the blind to learn that the new institution organized at Pittsburgh, Pa., a few years ago, is in a highly prosperous condition. It has gradually developed in all its important features from the beginning. It has received generous and substantial aid from the benevolent people of the city, and it is now preparing to extend its benefits and usefulness.

The temporary building in which the school is located, while it was admirably adapted for the organization of the institution, is now wholly inadequate to meet the demands upon it. Soon after the opening of the present term the applications for admission were so numerous that the superintendent was led to lease an other house just across the street from the principal building, and to open an annex to the institution.

The new building, which has been in course of erection for the past two years, and which is intended as the permanent home of the institution, is fast approaching completion ; and the managers are preparing to move the school into it about the 1st of April next. It is built of buff-colored, vitrified brick, with stone trimmings, a combination of materials that makes a very substantial and attractive building. It is modern in all its appointments, and has been constructed with a view to supply all the demands of an institution for the blind. The buildings alone, when completed, will cost about \$150,000, and will furnish ample accommodations for a school of from 150 to 200 pupils.

## SCOTLAND.

GLASGOW.—Owing to an increase of business necessitating the enlargement of their warehouse, the firm of Messrs. Ewing & McIntosh, graduates of the Royal Normal College for the Blind, and music-sellers by special appointment to H. R. H. the Prince of Wales, have recently completed extensive alterations of their premises at 331 Sauchiehall Street. Their two large windows surmounted by the royal arms are a striking feature in the line of the street, while the lofty ceilings and effective decorations of the interior make their show-rooms very attractive. Their stock consists of grand and upright pianos by Collard, Broadwood, Blüchner, Hopkinson, Kaps, Romhildy, etc., organs ranging from the "baby" to the powerful instruments suitable for churches, and a large assortment of sheet music.



## EDITORIAL NOTES.

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WE commend the prize essay upon the "Importance of Improving the Department of the Blind in our Schools" to the deliberate consideration of all superintendents and teachers. There is practical truth in the opinion of the author that, "when a serious movement toward reforming the manners of the blind is made, many obstacles will be removed, and the prejudices against the sightless, which proceed more from external appearances than from lack of capacity, will be nearly conquered." That special classes for instruction in deportment be established in all our schools is most desirable; yet these will accomplish but little, unless the superintendents require, on the part of all the officers, a constant watchfulness and an enforcement of the lessons given in class, for only thus can the habitual courtesy and the easy carriage and manners so important for both the blind and the seeing be secured.

\* \* \*

REFERRING to the practical test of contractions now being made in the German institutions, *Le Valentin Haüy* says:—

"In Germany, as in every place where the blind *seriously* practise reading and writing, the need of a system of Braille abbreviations has been recognized. Herr Krohn, having studied the English and French contractions, published a key to a German abridgment a few years ago. For a long time the majority of the seeing directors and teachers have opposed it; but time has done its work, and, after a hard struggle, a book has just been printed to serve as a key and for primary practice of this German shorthand."

\* \* \*

IN reply to the inquiry for a simple and comfortable arrangement for reading embossed music while at the piano, the best suggestion thus far offered is from a musician, who always uses a small table (or stand) of light weight, which he places at either side, as convenience requires. We shall be glad to hear from others on this point.

LAST month we gave a list of recent books published in this country in the New York and the Braille point and in the line type. This month a catalogue of the music was to follow, but the list is so long that our space forbids. We shall hasten to give it as soon as practicable.

\* \* \*

THE Braille Printing House of the Sisters of St. Paul, 88 Rue Denfert, Paris, has just issued a new and enlarged catalogue. This printing house has published much Braille music, which it sells at a very moderate price. The catalogue is arranged in a practical way, indicating the difficulty of each piece, the weight, and postage for all countries. These catalogues are sent free, on application by postal card (in any language) addressed to Madame Devin, Supérieure, No. 88 Rue Denfert, Paris, France.

\* \* \*

OUR hearty thanks are gladly given to those of our subscribers who have been prompt in sending remittances for renewal of their subscriptions. If the difficulties under which we labor were realized, our friends would understand that this promptness means to us, not merely the supply of funds for the unavoidable expenses of the work (though this of itself is an important matter), but also a simplification of the book-keeping and diminution of writing, which gives time to procure better material for the pages of *The Mentor*. In short, *prompt payments means a better magazine*.

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#### WANTED

AN organization to co-operate with a committee in Canton, and to send a lady to study and solve the problem of schools for the blind in Southern China. Let a lady be found who is a consecrated Christian worker, a genius to plan and execute, anxious for advice from older organizations, full of faith, undaunted by difficulties or adverse criticism. Further information could be obtained from Mrs. W. A. Niles, Trumansburgh, N.Y., Mrs. M. M. White, 244 S. 5th Avenue, Mount Vernon, N.Y., Mrs. J. G. Kerr, Seville, Ohio, Mrs. Carson, Hornellsville, N.Y., Dr. Mary W. Niles, Canton, China.





RAGNHILD KAATA.

LIP READING.

# THE MENTOR

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MARCH, 1894.

No. 3

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## RAGNHILD KAATA.

IN April, 1891, by the kindness of *The Mentor*, I had an opportunity to inform American readers about the instruction, by the pure oral method, of a deaf and blind girl, undertaken since January, 1888, by Mr. Elias H. Hofgaard, the principal of the School for the Deaf at Hamar, Norway. I learn from the editors that some particulars as to the further progress of Ragnhild Kaata will not be out of place, and I cannot wonder that such is the case. The Ragnhild of to-day certainly is not the same as the Ragnhild mentioned by Helen Keller in her fac-simile letter in the beautiful "Souvenir," and on page 124 of the Sixtieth Annual Report of the Perkins Institution. Through the courtesy of Mr. Hofgaard I am able to give some details.

Ragnhild Kaata is still at the Hamar School. She is a young woman now, of twenty years; but she had already completed her fourteenth year when she was received at the school. She is still the same gentle and amiable girl, beloved by her teachers and her associates. Although not endowed with the exceptional mental powers that distinguish the American girl now so well known in both hemispheres, she possesses a love of knowledge, a capacity for learning, and an industry that give her teachers great satisfaction.

In one respect, perhaps, not all is done that might be done under favorable circumstances. The expenses of Ragnhild's education are paid by the State, and are necessarily of an economical character. She has had no teacher who can be called her own. Ordinary instructors of the school have by turns given her their time; and she has necessarily been left to herself or to the society of other

children for more hours daily than would have been the case, had she formed, as it were, a class by herself.

But still she has made more rapid progress, especially in language and speech, than an ordinary deaf child of average intellect. Her pronunciation is singularly clear and rapid, and her proficiency in reading the lips of others astonishes every one. She can by her touch distinguish from each other such consonants as *b*, *p*, *m*, which are so often confounded by the deaf person who relies only on his sight, and which by him are rather guessed from the meaning of the sentence than understood as isolated characters.

It is Mr. Hofgaard's opinion that her speech could not have been so good, had she not been taught from the very first beginning *by* speech. And this he concludes from experiments made in neighboring countries. As soon as the fact that Ragnhild Kaata was successfully instructed by the oral method was known abroad, the United States did not remain the only country that followed the example set. Although not in so brilliant a way, other countries did the same, among them Sweden. But, as the children had all been previously instructed by the manual method, the speech had to be taught rather as an accomplishment than as *the* way of communicating with others. The consequence was, in the cases which Mr. Hofgaard has personally been able to investigate, that the speech has been of a more mechanical, laborious, and slow character than was necessarily caused by the fact of the child being deaf from infancy.

Ragnhild's lessons embrace reading and writing Roman letters and Braille, the four branches of arithmetic (she works compound division), parts of the Biblical history of the Old and the New Testament and of the Catechism, geography (as yet only that of our own country), and, above all, language exercises bearing upon events and objects from daily life. Ragnhild's compositions naturally are written in Norwegian, and this fact will prevent their being appreciated by people not acquainted with that not very wide-spread language. Translation unavoidably takes

away all the peculiarities of grammar and style, and only a countryman of hers would be able to say anything as to their merits.

Altogether, Ragnhild Kaata is taught with greater success by the oral method than it is possible to imagine that she, comparing her with others, could have been taught by manual methods. When she, in no remote future, leaves the school, she will be in possession of the same sum of knowledge as an ordinary graduate of a school for the deaf, of a better language than many of them, and of a better speech than most of them. And she will be able to contribute considerably to her own support, being very apt for manual work. Some textures executed by her hands won a medal at the Industrial Exhibition of Skien in 1891.

In Norway there are two or three other blind and deaf pupils, all taught at Hamar by the oral method, and successfully. But none of them is at one and the same time completely deaf and completely blind. There can be no doubt that, if some other child afflicted like Ragnhild Kaata be discovered in Norway, he or she will be taught in the same way as our pioneer, and, more fortunate than she, be received in school at the age when instruction ought to commence.

LARS A. HAVSTAD, M.A.

*Christiania, Norway.*

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## WORK FOR THE BLIND IN CHINA.

[*From Life and Light.*]

### III.

I SAID just now that, as a general rule, the adult blind are almost irreclaimably immoral. That refers to those who have been blind from their early youth. But some of the brightest converts are found in the number of those who have become blind in later years. Of these the most remarkable is Chang, the blind evangelist of Manchuria,

that vast province which till very recently was not visited by any missionary effort.\*

Chang had all his life been a devout worshipper of the Taoist gods; but, when at thirty years of age he became suddenly blind, he travelled from his mountain village to Monkden, the capital, there to consult the European medical missionaries. These failed to restore his sight; but the teaching which he heard struck home, and took root so deeply that he asked to be admitted to Christian baptism. His teacher insisted on a time of probation, and urged him to remain at the mission for further instruction. But his newly awakened love and zeal could brook no delay.

"None of my own people," he said, "have ever heard of the Lord Jesus and his offer of eternal life; and I cannot possibly delay carrying his message to them."

So he returned to his mountain, his friend promising soon to follow him. But the pressure of work proved more than one overtaken man could meet, so that six months elapsed ere he was able to redeem his promise, and then had considerable difficulty in reaching this remote village. But, when he did so, he learned that day by day the blind man had been incessantly travelling from village to village (across the muddy swamps and over the steep hill paths, which had proved so difficult and wearisome to the foreigner gifted with sight), in order to tell all who would listen this good news of eternal life by Jesus Christ. And the result was that many had heard him earnestly; and some had already resolved to face the probability of persecution, even to death, as the result of professing themselves followers of Jesus. So on the morrow nine men, headed by their sightless teacher, received holy baptism; while others were required to wait for further instruction.

Then it was urged on this earnest evangelist that he must go to the school at Peking, and learn to read the

\* Strange to say, the very beginning of the work now fairly started in Manchuria was the sale, by Mr. Murray, of a copy of the Gospels, which fell into the hands of Wang, a devout Buddhist, awakening so much interest that he sought further instruction, and not only became himself a most earnest evangelist, but was the means of converting many, of whom a considerable number have become zealous teachers, thus spreading the truth as far as possible by purely native agency.



Holy Scriptures and other sacred books. Naturally, the idea that he could ever be taught to read and write seemed to him like a fable. Nevertheless, he started on the long, difficult journey, involving so many troublesome changes from cart to boat, boat to ship, then boat again and cart, crossing the Yellow Sea, and up the Peiho River to Peking. There, to his own infinite surprise, within three months he so thoroughly mastered the arts of reading and writing, and also of writing music, that he was able to take a pupil, and instruct him in all these arts.

Fain would Mr. Murray have detained him to receive a lengthened course of tuition, but his longing to impart all his new knowledge to his countrymen decided him to return at once. About the close of 1890 he returned to Peking for further instruction on various points, and is now working zealously as ever in the Manchurian mountains. Already about three hundred of his converts have been admitted to baptism; and there is every reason to believe that these are stanch, true men.

I have only space for a few words regarding the female school, the progress of which has necessarily been slower than that for boys, on account of the rigid seclusion of women which is required by Chinese views of propriety. So there was the initial difficulty of providing a teacher even for such women as would venture to come; for, of course, no Chinese woman with any self-respect would appear in the presence of any man, and only Mr. Murray himself was competent to teach. This difficulty was finally solved by a blind woman who was resolved to learn, and so she persuaded a very young boy to come daily and teach her the lesson he had just been taught in reading, writing, and on the concertina; and so well did this method answer that she very soon mastered all these mysteries, and then offered herself as teacher of blind girls. And those who do come prove quite as apt pupils as do the boys. At first it seemed as if a grand field for blind women was open among the one hundred and fifty million Chinese women living in absolute seclusion in their

own crowded homes, diligently training their sons in the filial duty of worshipping their own ancestors. So that the women's quarters are the stronghold of ancestor-worship, which lies at the very root of all the national life of China; and these strongholds can only be stormed by women. Foreign ladies are few; and most of the Christian converts are women of the lower classes, who would not be acceptable to Chinese ladies. But all would welcome the blind Scripture readers. Here, however, an insuperable difficulty arose; for it became evident that to send a blind woman into a heathen home would involve gravest peril to herself. At first we thought that could be overcome by raising an extra £10 a year to support a respectable sighted woman to take care of each blind girl. But at present reliable women are not to be had, so this agency cannot be developed till we have a generation of carefully trained Christian women who can be trusted to escort their blind sisters.

Terrible, indeed, is it for Christian workers to be foiled at every turn by gross wickedness and the dense darkness of cruel superstition. As an instance of the latter, I may mention that we hoped a solution of the difficulty of finding occupation for blind women had been found when two American lady doctors took one from the school to their hospital in the country. She has a fine voice, and reads very well. The patients were delighted; but the ignorant country people of the neighborhood raised a riot, declaring that they now had good proof of the sorceries of the foreigners, that it was well known that they stole the eyes of Chinese men and women to make foreign medicine, and then bewitched their victims, and made it appear as if they could read and write. In short, they would doubtless have pulled down the hospital, had not poor Ruth been removed and sent back to Peking. Doubtless, in due time the way will be made plain for blind women to work in some effectual manner. Certainly, there are some in whom neither zeal nor perseverance is lacking. For instance, just before Christmas, 1892, Mr. Murray wrote

about a blind woman, twenty-seven years of age, whose good old husband, aged sixty, had just brought her from their home in Shantung Province,— a journey of four hundred and seventy miles. They had been twenty-five days on the journey, in the bitterly cold winter, with piercing winds blowing fiercely from the frozen plains of Mongolia, the woman sitting perched on one side of the quaint wheelbarrow, with only one large central wheel, which is the ordinary conveyance of the poor. This was drawn by her husband, and pushed by another man. In this difficult fashion, in a country practically without roads, they had travelled this long distance, in order that the young blind wife might receive all possible instruction, and thus might be fitted to return to her own village, and there commence work as a teacher in connection with the English Baptist Mission. I think most sighted persons would shrink from encountering all the dangers and difficulties of that long, long journey,— well-nigh a month of incessant, slow travel in the depth of winter; but this poor, uncouth Chinese peasant and his afflicted wife are Christians of the type which knows how to endure hardship uncomplainingly, in the hope of being honored as workers in the Master's service.

In conclusion, I would remind my readers that the extension of Mr. Murray's work is limited by the necessity of feeding and clothing his students, each of whom costs about £10 a year. Subscriptions in aid of the mission will be gladly received by the Rev. William Murray, School for the Blind, Peking. But, in order to save him unnecessary correspondence and postage, it would be kind if some friend in America would undertake to receive small sums and forward them together.

The story of Mr. Murray's life and work up to the present date is told in a sixpenny book, which friends of this good cause are earnestly requested to circulate,— "Work for the Blind in China," by C. F. Gordon-Cumming, published by Messrs. Gilbert & Rivington, St. John's House, Clerkenwell, London, E.C.

C. F. GORDON-CUMMING.

*Crieff, Scotland.*

## ARROWS SHOT INTO THE DARK.

## III.

PHILIP CONAN wildly hoped that the newspaper man from Mentone, who was early to assume control of the *Telegram*, might desire to retain him on the paper; but he was doomed to disappointment. The new proprietor, having nothing but the paper to look after, was able to perform all the work himself.

"It's just too bad, Phil, when you were getting along so nicely!" was Hetty's sympathetic declaration. "But I shouldn't worry about it. You've got a few dollars ahead; and perhaps, if you'll try real hard, you can make some of those stories 'go' yet."

Thus urged, and feeling there was literally nothing else he could do that held any hope of earning money, Philip turned once more to his stories.

The months of drill under Bliss had been of immense benefit. He was learning to say what he had to say with directness and force. He was ceasing to be a dreamer, and was becoming a toiler. There was a noticeable lack of literary polish in many of his productions, but he could always say they were his, and not another's; and one happy day he bore home a letter that, when opened, was found to contain a check for ten dollars.

"Ten dollars!" he cried. "Do you hear that, mother? *Beckford's Magazine* sent me ten dollars for that last story!"

Hetty was almost as much delighted.

"Let's see what the letter says." And she turned to that, the crisp bank check rustling in her shaking fingers.

Mrs. Conan had entered in response to Philip's jubilant call, and now stood helplessly wiping her hands on her apron, while a suspicious moisture gathered in her eyes. She could hardly believe the glad news.

"And you wrote that in a week, Phil!" she said, not

waiting for Hetty to begin.. "Just think of it! That's more than Hetty gets in three."

"But it doesn't come every week, mother. I just wish it did!"

"The editor don't say much," Hetty announced, a little disappointed. "It's just a blank filled in:—

"OFFICE OF BECKFORD'S MAGAZINE, NEW YORK, June 17, 1885.

"PHILIP CONAN:

"*Dear Sir*,—Here is check, ten dollars, for your story. Please acknowledge receipt.

Very truly yours,

"THE EDITOR."

"Is that all?"

"Every word," Hetty replied, turning the sheet over to see if by any possibility there could be anything written on the back. "But there's the check. He wouldn't have sent that if it hadn't been a good story."

"No, I suppose not," Philip assented, somewhat comforted. "He's pretty busy, I expect. Too busy to write long letters. You remember you read the other day that *Beckford's* was offered over five thousand manuscripts last year."

"Well, there's your check, Phil." And Hetty thrust it into his hand. "And don't you ever tell me again that you can't write stories. What are you going to do with that big pile of money?"

"Don't joke, Hetty!" Philip pleaded. "I'm going to give seven dollars of it to mother, to buy one of those new washing machines at Hayward's. I was looking at them last week, and wishing I could spare the money to buy one."

Mrs. Conan began to protest; but Hetty simply kissed her brother on the cheek, and stole out into the street.

For a day or two Philip went about, treading on air. He desired to impart the news of his good fortune to every one he met, though he discreetly held his tongue. Then he remembered that, if he wanted to get any more of those beautiful checks, he must return to work.

The manuscript accepted had been prepared with a typewriter, and Philip now felt justified in hiring the typewriter for further work. His first task was to dig out of his trunk the original copies of several rejected manuscripts, revise them with care, and then copy and send them away. Two he sent to *Beckford's*, and a third to a so-called "literary syndicate," whose address he had obtained. Within ten days they were back in his hands.

Philip groaned. However, as he was deep in another story, his interest in it served to lessen the pain of the blow. Within the ensuing two months he wrote constantly. Two stories were sold in that time, one for five dollars and one for four. But nothing he could write seemed to gain favor at *Beckford's*. He studied the original of the story they had accepted, to ascertain, if possible, the secret of its availability, and then wrote another in much the same line. That, too, came back, without a word to tell why it had not pleased.

"My arrows have all turned to boomerangs again!" he disconsolately complained. "I'm afraid I'll have to give it up. Here I've worked like a slave; and, all told, I haven't made a dollar a week."

Truly, it was discouraging; but many a stronger writer than Philip Conan has passed through similar experiences.

He thought, if *Beckford's* would only publish his story, that would help him; but the conductors of the magazine, even after parting with their money, seemed willing to let the world remain in ignorance of his budding genius.

"I'll write to Talcott," was Philip's final determination. "I know he'll help me if he can."

Julian Talcott was a young man of about Philip's own age; and, when he had run down from the city for a short visit, Philip had made his acquaintance. His mother lived not a stone's throw from the Conan's. Julian was possessed of journalistic aspirations, and had secured a place on the *Morning Mirror*. He had talked much to Philip during that short visit, and was evidently an admirer of Philip's pluck.

"Yes, I'll write to Talcott," was Philip's conclusion; and forthwith he clicked off the following with the typewriter:—

HUNTOON, Sept. 4, 1885.

*Friend Julian*,—Is there any work in the city that I might get and do satisfactorily? I should prefer work on a paper, of course, but, until I could secure work on a paper, should be willing to do most anything that is honest. I learned telegraphy in the Beck Institute, as I believe I told you. I can take messages almost as well as any one, though, of course, would have trouble in sending. Maybe I could get something of that kind. Mightn't there be an opportunity in some law or business office, where they use a phonograph, for me to do typewriter work? I know of one blind young man who prepares papers for a law firm through the medium of a phonograph. If I could get a situation like that, I am sure I could give satisfaction. But above everything else, as you doubtless understand, I should prefer work on some paper. I think I could report sermons and lectures,—not stenographically, however; and I see no reason why I could not visit the courts, and prepare accounts of their proceedings. What would it cost me to live there if I practised strict economy? and what would be the rent of a typewriter? Hoping for an early and favorable reply, I am,

Very sincerely yours,

PHILIP CONAN.

He did not know how many errors might be in this letter; but he was unwilling for his mother or Hetty to see it, and mailed it just as it came from the typewriter. All his later work for the *Telegram* he had sent to the printer's in that way; and he was sure the letter was readable, which he considered the most important thing, after all.

The two days that he waited before a reply came were days of idleness. Much as he desired to work, or fancied that he desired to work, he could not get at it. He built many air castles in those two days, as he made his aimless way about the familiar streets, striving to picture in his mind what manner of life he would lead in the city.

When the letter came, it was a disappointment. Young Talcott was frank in his statements of the difficulties Philip would have to encounter.

The city is crowded, you know, with men who have the full use of all their faculties, and are yet unable to find employment. Honestly, Conan, I don't think I ought to encourage you in your idea.

Those were the closing words,— words read to him by an acquaintance in the town; for Philip was not willing that this bit of correspondence should pass through the usual hands.

"And I think Talcott's just right," commented the reader. "I don't see what put such a wild idea into your head, Philip."

"Perhaps it is a wild idea," Philip ungraciously assented. "But what would you have me do?"

Then he tucked the folded letter into a coat pocket, and picked his way out of the store.

"What's that they're talking of up town?" Hetty questioned, when she came home that evening. "It's reported that you're thinking of going to the city."

Philip colored, and bit his lip. He had not thought it necessary to enjoin secrecy on the reader.

Hetty observed the quick change in his countenance.

"It surely can't be true, Phil?"

"Yes, it is true," Philip asserted, though not himself sure that he really meant to go. "I've failed in the story business, Hetty. I must do something. Talcott says I can't succeed there; but I know I can, and I will."

"O Phil!" was Hetty's hurt reply.

JOHN H. WHITSON.

[*To be continued*]

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#### INVOCATION TO SIGHT.

HARK to the silent voice of light,  
Calling: "Awake, spirit of sight!  
Awake! and part the curtained night  
That haunts your hushed recesses!"  
O eyes so dumb that will not hear  
The music of that accent clear,  
What pride, what sad mistaken fear,  
Your crypts of gloom possesses!



In haste these dungeon doors unlock,  
While golden-fingered sunbeams knock :  
Why, with denial, longer mock  
The pleasures round you pleading ?  
Lo ! every blade and bloom that blows,  
Or be it lily, be it rose.  
Is beckoning you from your repose,  
Your kindly glances needing.

The mother's gaze expands the child ;  
The tamer wooes the instinct wild ;  
By sense of being seen, beguiled,  
All forms to life are moulded.  
The influence of loving looks  
Is in the rhythm of the brooks ;  
'Tis o'er the meadows, knolls, and nooks,  
In scent and song unfolded.

All things to you make sweet appeal :  
'Tis yours their eager need to feel ;  
In you abides the power to heal  
The wounds of woe unspoken.  
Has sweet affection's face no claim ?  
The painter's art, the sculptor's fame ?  
Is there no goading thought of shame  
For will inert and broken ?

Say not that flesh is more than mind,  
That nerve is weak or lens unkind,  
That blindness always must be blind,  
And darkness fill the being.  
Is sight a thing so frail, forlorn ?  
Nay, 'tis of soul, of spirit, born !  
Awake, my eyes, your fetters scorn,  
And prove your power of seeing !

HENRY W. STRATTON.

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## WORK FOR THE BLIND IN CONNECTICUT.

FROM time to time the work of the Heart Sunshine Society and the vigorous movement on behalf of the blind of Connecticut have been mentioned in these pages. This movement, starting in a way somewhat exceptional, has developed in an unusual manner ; and its progress excites a peculiar interest.

In 1888, a lady, visiting among the tenement houses in the Italian quarter of the city of Hartford, entered a dark hallway, where she stumbled over something lying upon the floor. It proved to be a little boy, blind, deformed from lack of exercise, very helpless, and so totally ignorant of English that her questions, when she stooped to pick him up, elicited no reply. His sore need so touched Mrs. Foster's heart that she could not rest until she had found means by which to teach him, and lift him out of his helpless condition. Within a year, thanks to her unremitting efforts, he was enabled to enter the kindergarten of the Perkins Institution for the Blind.

The love aroused by the forlorn condition of this poor little waif did not concentrate all its force on little Tony, but opened the heart of his benefactor to the needs of other sightless persons; and soon she found that there were many such in Hartford who knew nothing of each other, some believing their own cases to be the only ones in the city. They had their various wants more or less imperfectly understood, and in some cases impossible for their friends to supply. What could be done to improve their condition?

For those of school age this question was easily answered, and many new pupils from Connecticut were soon received at the Perkins Institution. For others it seemed that a social club for mutual improvement, for the exchange of ideas upon handiwork and devising means of helping the most helpless might be of advantage. These social meetings were held; and the interest increased until they formally organized, March 3, 1892, under the name of the "Heart Sunshine Society," which, in addition to its social duties, sought to cheer the sick and the aged, to urge the importance of the education of blind children, to aid in sending them to school, and to encourage new industries and individual enterprise.

Still the work grew, and new adherents were added. An appeal was made to the legislature of the State; and the following winter a bill was passed, establishing a board of education for the blind, with full powers to make suitable provision according to their needs. This board at once

proceeded to canvass the State, to learn the names and addresses of the blind, especially those of school age and those who need training for some industry or business.

Meanwhile the Heart Sunshine Society disappeared, or, rather, merged itself in three distinct lines of active endeavor; namely, the "Nursery," the "Pioneers," and the "Connecticut Institute and Industrial Home."

In seeking for children to be sent to school, the Board of Education found some too young even for a kindergarten, who were suffering from neglect. For these little ones a modest home, called the Nursery, has been opened at No. 57 Kenyon Street; and here they are receiving proper care, and a preliminary training which will fit them to enter a kindergarten for the blind. The Christmas-tide was made joyous for them by a tree and gifts for each, and their happiness and well-being are promoted in all ways. This Nursery is entirely dependent upon the contributions of friends for its support.

The Board of Education found that for some former pupils of the Perkins Institution, and for other persons who had lost their sight when beyond school age, a special training was necessary, if they were ever to become self-supporting. So the "Pioneers" store was opened at No. 36 State Street. It is conducted by young blind people, for the purpose of giving them some practical knowledge of business methods, as well as to supply a central office for receiving orders and for the sale of articles made by the blind. This is a business enterprise looking to public patronage for support.

The "Connecticut Institute and Industrial Home" has been opened as the beginning of a large business establishment, which, it is hoped, may in the future be provided for the adult blind of the State. It is located at 335 Wethersfield Avenue; and already ten young men are being instructed in upholstering, chair-seating, and broom-making; while five young women are learning the use of the sewing-machine, the typewriter, and other work. Opportunity is also afforded here for some school work. The State pays for the industrial training of its pupils here; but the amount thus received is wholly inadequate for the scope of the

work, and for the balance it is dependent upon the contributions of the benevolent.

Another feature of this enterprise is the prevention of blindness; and, to this end, three children whose eyes are in very bad condition are now, through the aid of some charitable society, or a local oculist, receiving regular treatment in their own homes.

Thus little Antonio's pitiful helplessness has stimulated a movement which has given Connecticut a zealous band of workers in behalf of the blind, who are canvassing the whole State, and establishing such a *Fürsorge* as exists nowhere else in America. It is of the utmost importance that this generous movement be wisely guided, to escape the dangers in its path, and to secure the highest good for the blind of the State.

M. W. S.

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## DEPARTMENT.

THIS subject, "Deportment," is one of vital interest, because more, perhaps, than any other it colors all other subjects, and has been found in so many instances to be "the root of all evil."

How often have we heard the remark concerning a blind person, "He is bright, intelligent, even talented; but his appearance is against him"; or, "He does his work well, but lacks something which prevents success"! And in nine cases out of ten that something was manners.

Thus far this subject has been agitated mainly by our seeing friends; but I believe that no satisfactory progress can be made until blind people are aroused to see their defects, and exert themselves to be rid of them. How shall this be accomplished? Only by wise, patient, and persistent effort, and by a vigorous, uncompromising presentation of the truth. In the training of the children in our schools lies the great hope of the future. Such systematic and thorough teaching of the usages of good society as was

suggested in that excellent article in the February *Mentor* could not fail of good results.

The gymnasium is another factor; and I would add still another, elocution. Not in the narrow sense in which the term is sometimes used, that of simply training the pupil to deliver a certain selection,—though even that would be of vast benefit in our schools,—but modern elocution, that noble art which is to elevate the whole man, which cultivates ease of manner, grace of motion and gesture, the proper modulation and use of the voice, and the best expression of thought, whether in public speaking or private conversation. Elocution as taught in our best schools of oratory could be carried into our schools for the blind, and would, I believe, prove most beneficial in its results.

But, first of all, in our schools the instructors must be ladies and gentlemen. The teacher who assumes uncouth positions in the class-room, who is negligent as to his personal appearance, who uses vulgar or profane language, can never raise the standard of the deportment of his pupils or furnish a fit example for them to copy

It has been often said that, because he cannot see, the blind child is ignorant of the manners of others, and falls into peculiar ways of his own. Neither can he see the face of his friend who speaks to him; yet he knows that friend. How? By his voice. And this same voice, with accompanying sounds, may it not teach him many things?

He who cannot see, when conversing with others, forms a mental picture of their attitude and general bearing. He knows if they change their position or gesture, because the eye usually follows all motions; and the slightest turning of the head is detectable in the voice. By the same means he perceives whether the speaker stands erect or stooping, if he sways or stands still, if he is looking at him or in some other direction, and if his face wears a smile or frown. We learn to know people by their walk. I have known blind persons who could imitate with remarkable accuracy the manners, walk, and even the expres-

sion of others. Then, too, persons who lose their sight after all their habits have been formed often become as awkward and peculiar in manner as those who have never seen.

What does all this teach? That the intelligent, observing person without sight need not appear odd; for he may, if he desires, to a large extent copy the manners of others. I do not say that he can learn everything in this way; but *train the child from the beginning to be a close observer, to see, as it were, by sound, and you have given him the best substitute for sight.*

We have been asking the world to look upon us just as it looks upon other people, to do away with all class distinction; but how can this be done so long as we carry about in our persons the signs of our infirmity?

We have proven our intellectual equality, but are apt to forget that it is through the face and form that the mind is often judged. Perfection is normal, and always beautiful: imperfection is always unnatural and unlovely. Blindness is a physical defect; and it is not only desirable, but an actual duty, to conceal it just so far as it is possible or consistent. In realizing that blindness was no disgrace or impossible barrier to achievement, some have gone to the other extreme, and seem rather to enjoy the notoriety which it often brings them. But he who deliberately allows himself to be made conspicuous, or seeks praise or advantage on account of his defect, is on a par with the beggar who asks alms because he is blind.

This deplorable condition, unjustifiable as it is in any case, has not been wholly brought about by the blind people themselves. Their friends have often called attention to them, and demanded special privileges for them on account of their misfortune. They have been taught to believe that they had a right to claim more of society and give less than other people. Let us remember that, when we ask for a place in this busy, practical world, we must expect no partiality, and desire none.

In a Chicago depot last summer a woman was seen

labelled, like an express package. A large card attached to her announced the fact that she was blind, her destination, etc. Yet the woman could talk as well as any one, and her blindness would have been only too apparent without this barbarous advertising of the fact. Why are such things, and how can they be prohibited?

To appear so exactly like the rest of society that we can pass in company without our peculiarity being detected, to so conduct ourselves that people will forget that we are blind, is a high aim, and one which should inspire every blind person.

But some one asks, "Can it be done?" Yes: it has been done in many cases, it can be done in many more; but it will require constant effort and real heroism. It is so much easier to move among people who know our special defect, for then the path will be smoothed for us at every turn. But we cannot afford it, and this very smoothing of the path leaves it often full of thorns.

It is sometimes embarrassing, when in conversation, to have a person insist on your looking at a picture or hand you something to read, or to have your neighbor at church offer you his singing-book; but these are only trifles, and are, after all, signs of victory.

He who, without sight, can successfully affect the best manners of the seeing, who, being blind, yet seems to see, has won a triumph over difficulties well worth all it cost; for he has put his enemy beneath his feet, and may well look forward to future achievement.

A. M. H.

*Des Moines, Ia.*

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## A WOMAN'S JOURNEY.

BLIND men do many remarkable deeds which seem little short of miraculous to those who do not pause to think how many things may be accomplished without the aid of vision; yet few totally blind women would voluntarily undertake a journey of twelve hundred miles alone, especially as a pleas-

ure trip. But the attractions of the World's Fair were a great temptation to Mrs. C. C. McDonald; and, when the expected opportunity to travel with friends failed, she resolved to take the journey alone, relying only upon the ordinary attendants on the various lines by which she would travel.

A friend accompanied her to the train by which she left New York on the evening of October 25. Two nights and a day on a sleeping-car, where all needful attentions were courteously given her, and on the second morning she arrived in Englewood, a suburb of Chicago. Here, at the house of a friend, she was comfortably situated during her stay of five days. She employed a guide to accompany her to the Fair; and it is needless to say that, like the many other sightless visitors to whom this exhibition was as rare a treat as it was to the sighted, she greatly enjoyed what she was able to see through the senses of touch and hearing, aided by her imagination and the conversation and descriptions of those about her. She experienced on all sides that delightful kindness and courtesy which were characteristic of the Columbian Exposition; and not only was she permitted to touch and examine, but strangers were generous in their care to attract her attention to objects of interest and to supply the needful explanations.

The return trip was more difficult, and involved many changes to enable her to carry out her plan of making several visits on the way. Leaving Chicago, she went by rail to Knowles, Wis., where she spent a week. Thence she took train to Milwaukee, crossed Lake Michigan by the steamer "City of Michigan" which landed her at Grand Haven, whence she continued her journey by rail to Grand Rapids. After a few days' stay in this city she went to Lansing, where she visited the Michigan School for the Blind, and again resumed her journey by rail to Detroit. Here she was obliged not only to change cars, but to go to another depot, in order to take a train on the West Shore line, by which she reached home November 15.

All these changes were so successfully accomplished and the trip has so enriched her life that she thinks of it with



great satisfaction, and now considers it scarcely more difficult to undertake a journey of two thousand miles than to walk or ride through the streets of Brooklyn, which has been her home for many years.

A.

## AN OUTSIDE VIEW.

ASSOCIATION with the sightless ones of my fellowmen, reading their letters, and communing with the bright, intellectual souls that sparkle and flash with joys seldom seen even among the seeing, has set me thinking.

I cannot, or do not, think of my bright, breezy friend who can, without any assistance, walk from his office, three blocks to mine, as being blind. I cannot, while I converse with him, meeting as I do the sharpness of his mind, illustrated in his discussions of current topics, fresh as it were from an editorial pen, imagine that he may not read; for he has no eyes! When he returned from his trip to the World's Fair, and gave me such a vivid description of its wonderful beauty, and ended by saying to me, "You ought to see it," I could not then realize that, although bodily, and spiritually, perhaps, he had been set down in that great crowd of humanity, amid the variety of scenes illustrative of the world's progress, he was not blessed with his vision, and must sense the magnificence of it all in some God-given way as mysterious as death and the after-life itself.

What a lesson of patience, of cheerfulness, and of perseverance one gets from association with a blind man! Not a blind man or woman whose talents and gifts border on precocity, but a real cosmopolitan, every-day, matter-of-fact blind man, a pushing, persevering genius, with a keen sense of the need of progress and a studious nature, ever interested in the new things,—not uncommon in the seeing man of to-day, but perfectly wonderful to me as exhibited by the blind.

The cheerfulness of those who are afflicted with the loss

of sight is very touching. One's heart warms with sympathy which cannot be expressed in words.

The loss of other faculties depriving the sightless of hearing is too sad to contemplate; but, when we think of what accomplishments these possess, how deftly their hands fashion the nicest embroidery and other articles calling for special skill, we wonder still more.

But the outside world, viewing a blind man in the abstract, cannot conceive of the different feeling which comes to one with personal contact. One feels as if he were communing with a being from some other sphere.

The blind love music. Blessed are the blind who can hear! If one of us fortunate seeing persons could realize the keen joy which a sightless person feels when he is making or listening to music, we would almost be willing to change places, and be blind ourselves.

Association with the blind develops a trait of feeling in one that is entirely new. It cannot be described, but it is an added nobleness to one's character. To be associated with such as I know of the blind strengthens the sympathies without harrowing the soul with pity; for, where sympathy is met by such cheerfulness, the feeling of pity, which would otherwise rise to the surface, is drowned.

Human invention has done much to help the blind to enjoy modern things; and, if nothing since Christ walked the earth and restored Bartimeus to sight can be devised to bring back their vision, they may yet find much comfort and joy in the things God has blessed them with, the chief of which are loving and sympathetic friends.

A. F. R.

## REVIEW OF LANDON'S "PIANOFORTE METHOD."

THE second volume of Landon's "Pianoforte Method" has just come from the press of the Boston Institution. It consists of eighty-seven pages, being the last eighty-two of the ink edition. The letter-press, of which there is much less than in the first volume, is in the American Braille, without contractions. The proof has been read with the greatest care, and no pains have been spared in trying to make it perfectly accurate. Of the eleven duets, we find ten in the first volume and only one here. The pieces consist of selections and arrangements from classical authors, and other writers for the piano of acknowledged merit, such as Beethoven, Mozart, Haydn, Weber, Schumann, Chopin, Kuhlau, Loeschhorn, and others. These pieces are greatly varied as to style and character, and graded as to difficulty, being well calculated to arouse and maintain the interest of the pupil. Rhythmic scales, arpeggios, and other exercises are frequently interspersed.

Landon's "Pianoforte Method" in its line is an epoch-making book. It contains many new features of great value, and it embodies the best and most advanced thought of some of the more influential teachers of our time. A single generation ago such men as Czerny, Plaidy, and Moscheles were representative teachers; but their methods and ideas of piano playing have been improved upon, and are being rapidly superseded. Modifications of the Dieppe System, the Virgil Foundation Studies, and particularly Mason's "Touch and Technic" are now regarded as the surest and best means for producing the immense technic, and that subtle, artistic finish now demanded in good piano playing. On these latter systems Landon's instruction book is based. Any one perusing it can easily see that the author is a born teacher. His style in explanation is colloquial, so much so that one easily imagines an excellent teacher by his side giving directions. His

meaning cannot be misunderstood. If not elegant, he is always clear and forcible. Much has been written explanatory of the various and complicated kinds of touch used in Mason's exercises; but here we have the clearest explanation of them ever put on paper. The hand staccato is introduced very near the beginning of the work, and a little later the finger staccato. In this he wisely departs from the usual custom; for one kind of touch serves to sharply define the other, and prevents the common mistake of taking the nondescript middle ground.

The teaching of phrasing is a new, useful, and also a strong and beautiful feature of Mr. Landon's book. From the very first lesson it is introduced in the most clever manner, yet so simple and pleasing to the minds of children that their interest is at once aroused. With great tact he adapts verses to the first little melodies, which may be sung, and by means of which the musical phrasing is better understood. Throughout the book this subject is developed in a masterly manner.

Analysis is here given the attention it deserves, which is not the case in other instruction books for the piano. Commencing with No. 8, it is clearly shown how the child may analyze his lessons; and instruction in this direction is kept up farther on. This, in connection with the "Music Writing Book" which Mr. Landon strongly recommends, forms another invisible bond to fasten the attention of the child on his practice. This Writing Book contains diagrams and all the necessary instructions for a course in writing music. It is exceedingly useful for beginners of every age. The imaginative faculty, so active in children, is a power which Mr. Landon reckons with; and what he says about it cannot fail to be helpful to teachers. He suggests to the mind of the child pleasing and varied pictures by giving a few lines of poetry or suggestive titles, as "May Blossoms," "The Plough-boy," "Coasting," "The Quiet Moon," "The Mountain Rivulet," etc. The pictures thus called up are intended to agree with and throw light upon the charac-

ter of the music. Of course, the child will be doubly interested if the play of his imagination is directed to his lesson.

To facilitate the reading of music at sight, the author at an early point in this work recommends "Book No. 1 of Standard Graded Studies," compiled by W. S. B. Mathews. This little book is now being put into the Braille musical notation, and is nearly ready for distribution. The blind teacher has here, at his fingers' ends, the best material yet published for the use of young children. It is easily graded; it gives a clear explanation of what is modern in the use of the hand, arm, and finger touches, and their combinations; it is an excellent primary school in phrasing and analysis; it makes use of and trains the imagination, and in a remarkable degree helps the pupil to *feel*, as well as to understand, the true meaning of the music which the notes symbolize. This work is comparatively easy to commit to memory, as it is symmetrically constructed, and offers no vague or meaningless series of notes to be remembered.

Although this pianoforte method has been in the market not quite a year, it already has an influential following. The excellence of Landon's "Reed Organ Method" prepared the minds of teachers for this new work, seven hundred copies of which were sold in advance of publication; and the remainder of the first edition was disposed of in a few weeks.

THOMAS REEVES.

*Boston, Mass.*

## AT HOME AND ABROAD.

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### COLORADO.

AT the Colorado School for the Deaf and the Blind a literary circle has just been organized by the teachers and officers of both departments. The society, which will be known as "The Cosmos," will meet on the first and third Fridays of each month in the parlor of the central building. The Executive Committee appointed Professor Dudley president, Miss Powell secretary and treasurer. A programme was arranged, and Misses St. Clair and Powell and Professor Ray (superintendent) were appointed to serve on the Refreshment Committee for the meeting February 16.

### FLORIDA.

ST. AUGUSTINE.—Arbor Day (February 2) was duly observed at the Florida Blind and Deaf-mute Institute. Soon after 8 A.M. the pupils were assembled; and, while Principal Felkel spoke to the blind, Miss Buxton signed to the deaf the proclamation of Governor Mitchell. They then gathered some young cedar-trees, and planted them near the fence which separates the boys' playground from that of the girls, and set a large cedar in the girls' yard and a palmetto in the boys' ground. The remainder of the day was a holiday, which some spent in rowing and visiting Fort Marion.

A full-grown wildcat recently shot near the Institute was placed on exhibition there, and served as a valuable object lesson to the pupils.

### GERMANY.

BERLIN.—On the 4th of January the well-known blind musician, G. C. Franz, passed his twenty-fifth anniversary as organist of the cathedral of Berlin.

BRUNSWICK.—A new institution for the education of the blind will be opened here about the 1st of April, under the management of Herr Fischer, assisted by Fräulein Meyer, of Brunswick, as teacher. A new building is being erected; and about twenty pupils will be received, a few of whom have been attending the Hanover institution. Accommodations will be provided for double this number.

NEW-TORNEY.—Fräulein Winkler, teacher of the Female Blind Institution at New-Torney, near Stettin, will on the 1st of April retire for a well-earned rest. In 1857 she began teaching in the Pomeranian Blind Institution, founded and directed by her brother-in-law, Herr Groepler; and in 1861 she removed to the new Victoria Institution for the Female Blind. Here for a generation she has labored with the utmost devotion for the pupils intrusted to her care. May she now, after her benevolent labors, enjoy that merited rest which we all cordially desire for her!—*Der Blindenfrend.*

## ILLINOIS.

CHICAGO.—Contracts to the amount of \$50,000 for the construction of the Industrial Home for the Blind have already been let, and the stone and mason work of the building is now being pushed forward. But two of the five stories will be completed for the fall term, and next winter it is expected that the legislature will make an appropriation of \$50,000 more to finish the structure and defray other incidental expenses.

The Board of Education of the city of Chicago has recommended the purchase of a lot of land, 115 by 166 feet, adjoining this new State institution, upon which to erect the city mental and manual training school for the blind; and before the March *Mentor* is published the Common Council will probably have ordered the purchase of this land for \$6,000. Plans will be drawn for an appropriate building, which is expected to be completed next summer, and run under the City Board of Education.

## IOWA.

REPORTS from Vinton represent the school there as in a prosperous condition. About 155 pupils are in attendance this year. The committee from the legislature who visited the institution last month expressed themselves as highly gratified with what they saw, and frankly confessed that hitherto they had been almost wholly ignorant of the work this school is doing. They recommended all the appropriations asked except that for a gymnasium. This much needed sum will probably not be granted this year,—a fact which will be regretted by all friends of the school.

Miss Emma Magoon, one of our alumni and most successful music teachers, was married in the early part of the winter to Mr. Clyde Post, a jeweller of North English, Ia. The local paper of that place speaks in the highest terms of both parties. Of Miss Magoon it said, among other things, "She is a lady of intelligence

and remarkable energy, always ready to assist in every good work." Mrs. Post's many friends in Iowa unite in wishing her a long and happy married life.

Several of our young men are meeting with success in the tuning business, and the profession is gaining friends in this State.

Miss Christine Lemberg, a graduate of 1883, is in Iowa again, after several years' sojourn in Kansas. Miss Lemberg is an evangelist, and seems to be doing well. Her rare voice peculiarly fits her for this line of work.

Our working home at Knoxville has struggled through the financial depression of the past year, and is still alive. Though most of the State institutions are besieging the present legislature for enormous appropriations, yet the prospect is that this youngest child of the State will not be neglected, and will probably receive about what it asks.

#### MASSACHUSETTS.

BOSTON.—The birthday of Washington did not lack its usual celebration at the Perkins Institution, where the girls' school entertained a large party of visitors in the museum in the morning and the boys gave their entertainment in the hall in the afternoon. Among many pleasing features which might be mentioned was the "Building of the Flag," beginning with the staff, to which was added, with appropriate remarks, the field of blue. Then came the stripes of alternate red and white, by pupils representing the thirteen original States, in the order in which they joined the Union. Their stars were added at the same time, and, lastly, the stars of the newer States, until the forty-four were complete.

#### NEW SOUTH WALES.

SYDNEY.—The number of pupils of the Institution for the Deaf and the Blind has considerably decreased on account of the opening of a similar institution at Brisbane, to which all, except two, of the Queensland children have been removed; and the 96 pupils at the beginning of the year was thus reduced to 76 at its close. Of these, 61 were deaf, and only 15 were blind. In April last a kindergarten was established under the care of Miss Schleicher, a lady educated for the work in Germany. Superintendent Watson speaks warmly of the importance of this factor in the education of the junior blind, and the results of the six months' trial are so encouraging that the class will be continued.



In the music department the most important matter of the year has been the introduction of the Braille musical notation ; and music-reading now forms a regular part of the class work. Mr. Barnett, while remarking the utility of a notation of music for the blind, speaks strongly of its "limitations," which, however, will probably seem less serious when he has had longer experience in its use.

## NEW YORK.

THE NEW YORK INSTITUTION FOR THE BLIND has submitted its Fifty-eighth Annual Report. Of the 238 pupils who have been in attendance during the past year, the general health has been good ; and the two deaths which occurred were from constitutional ailments. The managers express their high appreciation of the ability and usefulness of Mr. William B. Wait, the superintendent, who has been connected with the institution for more than thirty years, whose efforts have contributed very much to the education, comfort, and success of the blind, and who is now engaged in perfecting a typewriting machine for embossing the New York point.

The report of the superintendent indicates an effort to place the pupils of this school on a plane with the seeing by subjecting them to similar examinations. When the pupils of the public schools and academies are examined by the regents of the University of the State of New York, similar examinations are held at the institution, the pupils using typewriters in preparing their answers. Last June four of the pupils went up for the examinations of the American College of Musicians, and "bore themselves creditably throughout, and passed the examination in every subject successfully." To guard the examiners from being affected in their judgment by sympathy or any other cause than merit, the candidates were designated by numbers not known to the examiners ; and during the demonstrative part they were shielded from view. This College of Musicians has indicated the quality, extent, and character of a true musical education, and has furnished a standard of attainment, fixed by eminent musicians and music teachers. Thus the pupils are tested by a recognized standard : *first*, as to "the fitness and adequacy of the course of study on the *theoretical* side ; *second*, the sufficiency of the materials employed in the study of music on the *technical* side ; and, *third*, the efficiency and thoroughness of the *methods of teaching* pursued in both theory and technic."

In regard to manual training Mr. Wait believes that it should

have "such a place in the scheme of education as is required by the conditions which blindness imposes. The training of the young blind in one or more industries should be rigidly enforced, not because such employments furnish the only, the best, or the most available means of future support, but because such training and discipline of the head and the hand in work are necessary to the proper education of every pupil. In this manner manual training is made the means to an end, and not the end itself." Although there is no certainty that every blind person who has received a liberal education, including manual training, will become self-supporting, yet the interests of society demand that none should be permitted to grow up in ignorance or live in idleness. Those who, for a good reason, fail in self-support, should be supplied with work by societies established for that purpose, and founded with the distinct understanding that their object is not to make money, but to furnish employment and a livelihood at the lowest cost to those who are not voluntarily idle.

#### NORTH DAKOTA.

NO SCHOOL FOR THE BLIND exists in this young State, nor has any provision been made for their education further than a grant of land for this purpose. Mr. A. R. Spear, superintendent of the School for the Deaf of that State, writes as follows :—

"The State constitution locates a school for the blind in Pembina County, the extreme north-west county of the State, and by the terms of the Enabling Act the school receives a grant of 30,000 acres of land. The State constitution just referred to makes provision for the sale of the land and disposal of the funds arising therefrom. By these terms the land cannot be sold for less than \$10 per acre, and the money thus realized is held in trust as a perpetual fund for the school for the blind. The interest and income only of the fund may be used: the principal can never be decreased. The land is now worth probably \$5 per acre on an average. Some is worth more. None of it has yet been sold. When the population of the State increases, of course the land will increase in value, and in the future, it is evident, will become very valuable; and, when all sold, the school will have a fine endowment.

"The legislature has taken no steps toward establishing the school as yet, and I apprehend it will be some years yet before they do so. The State is young, and already has a great many

institutions to provide for; and the number of blind in the State is supposed to be quite small."

#### NOVA SCOTIA.

THE HALIFAX SCHOOL FOR THE BLIND has paid off the small balance of debt on its new building; and, with its corps of energetic and enthusiastic teachers working in sympathy toward a noble end and inspiring the pupils by their example, the efficiency of the school is promoted.

There have been many changes in the *personnel* during the year, especially in the literary department. Miss Sutcliffe resigned for family reasons, Miss Bowman to accept an appointment as matron, and Mr. Fletcher to remove to the North-west. Their places have been supplied by Miss Kate Fletcher and Miss C. R. Frame, who give promise of marked success, and Mr. S. R. Hussy, a recent graduate, who is fully resolved that his lack of sight shall not lessen his efficiency as an instructor.

The necessity of the physical culture of the pupils is fully recognized. A playground gives ample opportunity for walking and racing; a gymnasium provides regular training in vaulting, climbing, etc.; and an open-air skating-rink, 125 feet square, has recently been added to their privileges.

An ever-present thought in the minds of those interested in the training of the blind is their after success and the duty of trying to open up new fields for employment. Experimental work of this nature is being done here. Mr. S. Harrival, a graduate of 1892, has been for some years an ardent student of electricity and electrical appliances, and without sighted assistance has made telephones, electric bells, and other ingenious devices. He feels confident the blind can be taught to set up and repair telephones, to manufacture and put in electric bells, and find other employment in the field of electricity. Accordingly, twenty pupils, divided into four classes, have been placed under his instruction.

The library of the school is well patronized, as is evidenced by the fact that 71 persons have taken out 843 books during the last twelve months. A number of ladies have formed a Library League for the purpose of dictating and having written out by the graduates such books as have been selected.

In 1892 the following brief summary of the occupations of the graduates was made from the records kept:—

28	per cent.	teach music.
12	" "	conduct or take part in concert companies.
8	" "	are piano tuners.
8	" "	in business.
4	" "	in manufacturing.
12	" "	teach or work at trades.
2	" "	are agents.
2	" "	are engaged in farm work.
2	" "	are engaged in literary callings.
22	" "	reside at home.

A large proportion of the latter help in the household, and partially maintain themselves. 25 per cent. of the graduates are married and living in comfortable homes.

Although the primary object of this institution is the education of the young, the managers take a deep interest in the adult blind. In exceptional cases such have been admitted to the workshop of the school, to learn basket-making. In addition to this a fund has been raised by concerts and various entertainments, the net receipts of which have amounted to \$3,136.53. Thomas Ritchie, Q.C., and C. F. Fraser, superintendent, are trustees of this "Home Teaching Fund for the Blind," the interest of which will be expended in sending teachers to such adults as need help and in otherwise forwarding their interests.

#### PENNSYLVANIA.

PHILADELPHIA.—*School for the Blind.* One scarcely thinks of exercises in free-hand drawing as among the possibilities for sightless children; yet, with a padded cushion in place of paper, and tacks instead of pencil, they draw the lines tack by tack, form angles, triangles, and the whole series of geometrical forms. Through modelling, paper-folding, paper-cutting, stick-laying, the manual training has proceeded until free-hand drawing is reached.

On the afternoon of February 7 an exhibition of especial interest was given here, embracing a variety of musical selections, interspersed with recitations and class exercises, among which drawing was introduced.

*The Working Home for Blind Men* rejoices in having passed the greatest stress of the financial cyclone, while continuing true to its mission. Some loss, indeed, has been sustained; but to have closed the shop temporarily or to have lessened the hours of labor would have thrown workmen with their families upon public charity. In addition to the disappointment and distress which this would have caused, the cost of their maintenance would have been

greater elsewhere than here, so the managers took the kindest and wisest course. The number of workmen has increased from 202 at the beginning of the year to 213 at its close. The sales amounted to somewhat more than \$89,000, the workmen's earnings in the factory to \$27,128.77, and the deficit for this hardest year which the Home has ever known is \$26,657.95.

For the exhibit of the work sent to the Columbian Exposition a ribbon of merit has been received preliminary to the medal which has been awarded.

PITTSBURGH.—Tommy Little, the musical prodigy of the Western Pennsylvania Institution for the Blind, is a composer as well as a performer; and one of his latest productions is a nocturne, which is said to be very effective in its simple beauty and pathos. When poetry is read to him, he immediately recognizes the style of music to which it should be set and the appropriate key. The Pittsburgh *Leader* mentions two exhibitions of his talent in this direction. A teacher read some verses entitled "Pumpkin Pie." When she had finished, Tommy said, "Oh, that's a laughing piece"; and, going to the piano, he at once played an extremely pretty, rollicking accompaniment, just fitted to the words. After listening to a recitation of "The Day is done," Tommy said, "That poem should be sung in E-flat minor"; and, after a few minutes, he went to the piano, and extemporized an accompaniment, rich and sad, breathing in every note the sentiment expressed in the lines.

Tommy has not lost his mysterious system of calculation by which he can quickly and correctly tell the day of the week upon which future dates will occur; but all attempts to learn the secret of his skill are in vain, for he says he does not even know himself *how* he does it.

#### SOUTH CAROLINA.

CEDAR SPRING.—The Institution for the Deaf and the Blind has had during the year 104 deaf pupils and 50 in the department for the blind. The last legislature took some action looking to a separation of the two classes. Superintendent Walker considers the maintenance of separate schools for the deaf and the blind desirable when it shall become necessary to arrange for a larger number of pupils, and that the only strong reason for the dual nature of the school is "economy in dollars and cents."

A new building is needed for the colored pupils, who at present occupy an old wooden structure, which is unsightly and dangerous, heated by open fireplaces and stoves and lighted by lamps and candles.

Appropriations are also asked for an electric plant for lighting the main building and for laundry machinery.

A brief history of the institution is appended to the report.

## EDITORIAL NOTES.

THE Executive Committee have selected Chautauqua, N.Y., as the place of meeting of the Thirteenth Biennial Convention of the American Association of Instructors of the Blind, the period assigned being July 10, 11, 12, 1894.

\* \* \*

WILLIAM S. SMITH, of Woodbridge, Conn., died at his home on Wednesday, January 31, of Bright's disease. He had been an active helper in the Connecticut movement on behalf of the blind, and was the principal teacher in the newly established Industrial Home until failing health compelled him to resign his duties a few weeks before his death. His loss is deeply felt by his co-laborers.

\* \* \*

THE work for the blind in China, conducted by Mr. Murray, is an endeavor which we believe to be worthy of active support. It is carried on in a building which Miss Cumming describes as a "dilapidated *old* Chinese house that was on the premises when we bought them, not fit for a pig-sty, and now literally *in ruins*, since the three months of ceaseless rain last summer. So it must be quite rebuilt now, and on a good scale for extension." She is therefore making a great effort to raise £500 for this purpose:

Meanwhile, to facilitate the printing of the Bible for the blind, Mr. Murray needs one of the Hall Braille stereotype-makers, which are manufactured in Chicago in two styles, costing \$115 and \$150 respectively. If one of these machines were sent as a gift from friends of the blind in America, it would be a graceful act, a boon to Mr. Murray and the Chinese blind, and a great aid to the generous efforts of Miss Cumming. Contributions for this purpose, if sent to the office of *The Mentor*, No. 5 Thomas Park, South Boston, will be duly acknowledged. *The Mentor* will also receive and undertake to forward to Mr. Murray any contributions which friends may desire to make toward the support of a student, as mentioned in Miss Cumming's article.

\* \* \*

THE inquirer for a convenient rack for holding embossed music at the piano has succeeded in finding one which he considers very

satisfactory. He attaches it by a thumb-screw to his chair, but it can be easily adjusted wherever desired. The book-rest (of nicely polished wood, covered on one side with baize) is attached to an upright rod in such a manner that it can be raised or lowered at will, and it rests upon a semicircular piece of grooved iron. By turning a screw which fits into the grooves, the rest may be inclined at the desired angle; and the wires on either side, which hold the book open, may also serve to mark the place at which the reading is interrupted or ended.

\* \* \*

A CORRESPONDENT asks where books for blind children can be obtained, also what are suitable playthings for a blind child four or five years of age. Books for the blind can be purchased at the American Printing House for the Blind, Louisville, Ky., and at the Perkins Institution for the Blind, Boston, Mass.; but they are not kept for sale in the bookstores even of our large cities. A blind child of four or five years has, however, much to learn of the world about him before he needs embossed books.

In general, the playthings which other children use are suitable for him; but he needs more instruction in using them, and great care should be taken from the beginning to insure his handling objects properly. An awkward grasp is very difficult to correct after it has become habitual. Any small toy which he can draw around the room or yard is desirable, because it encourages activity; and the child may learn to care for the toy in motion while he is seeking to guide his own steps. If the toy is a cart which he can fill with blocks or other small objects, so much the better. In loading and unloading, in neatly packing the articles, and in taking care not to upset them, he is learning many useful things, not least of which is skill in using his hands. Building blocks, if not too small, are much enjoyed by little blind children; but it is well to have them of similar shape rather than the complicated sets which are often sold.

Concerning toys a teacher of experience among the blind says, "If they can have any guidance in their play, anything to string is good,—empty spools, button moulds, or beads can be strung on corset lacings; and a pair of scissors without points, for cutting paper, is good training for the fingers."

\* \* \*

It may not be known to some of our readers that blind persons who are unable to buy may obtain certain volumes, or even the



entire Bible, free, through the liberality of the American Bible Society, Astor Place, New York. These Bibles are embossed in the Roman, or "line," letter; and some portions have also been printed in the New York point. Applications should always be accompanied by a certificate from some responsible party,—preferably, the minister of the church which the applicant attends,—stating that said applicant is unable to purchase, and that the desired volume would be profitably used by him.

\* \* \*

IN January we published a list of recent embossed books, and we now subjoin a corresponding list of music. We regret that we have been unable to obtain more definite information concerning that in New York point, and can only give the *list from which selections will be made* for the publications of 1893 and 1894, as printed in the "Order List."

NEW MUSIC PUBLISHED BY THE AMERICAN PRINTING  
HOUSE. IN NEW YORK POINT.

Selections for publication will be made from the following lists. Those marked with a star (\*) are from the lists prescribed for the *Associateship* degree by the American College of Musicians.

PIANO MUSIC.

*Bach	Select Pieces (edited by Kullak)
*Bach	Fugues Nos. 2 and 3 (Well-tempered Clavier, Tausig edition)
*Beethoven	Sonata in A flat, Op. 26
*Chopin	Selected Nocturnes, Waltzes, and Mazurkas
*Hiller	Rhythmical Studies, Op. 56
Kullak	Kinderleben, Op. 81
*Liszt	Rhapsody No. 11
*Mozart	Selected Sonatas
*Schumann	Traumeswirren, Grillen, Kriesleriana, Nos. 2 and 4
Schumann	Album for the Young, Op. 68, revised

ORGAN MUSIC.

*Bach	Fantasie and Fugue in C minor, Peters' edition, Book III., No. 6
*Bach	Prelude and Fugue in E minor, Peters' edition, Book III., No. 10
*Best	Pastorale, Op. 38, No. 6
*Merkel	Canon in F sharp, Op. 39, No. 3
Saint-Saëns	Elevation in E, edited by S. P. Warren
Saint-Saëns	Rhapsodie No. 1, in E, edited by S. P. Warren
*Silas	Andante in C major
*Smart	Andante No. 1, in G
*Smart	Andante No. 2, in A
*Smart	Andante No. 3, in E minor

## VOCAL MUSIC.

Panofka's Vocal A, B, C, Book I., First Lessons in Singing

Panofka's Vocal A, B, C, Book II., 24 Vocalises

Dannhauser Solfege des Solfeiges, translated by J. H. Cornell

NEW MUSIC PUBLISHED BY THE PERKINS INSTITUTION.  
IN BRAILLE.

		Price, \$4.00
Landon	Pianoforte Method, 2 vols.	
Bischoff	Marguerite (soprano voice)	.10
Cramer	How can I leave thee? (male voices)	.05
Moir	Best of All (voice)	.10
Sibley	When Dreaming (serenade)	.05
Weber	Bright Sword of Liberty (male voices)	.05
Werner	The Two Roses (male voices)	.05
Dancia	1 <sup>st</sup> Air Varie, Op. 89 (violin)	.05

NEW MUSIC PUBLISHED BY THE ILLINOIS INSTITUTION  
FOR THE BLIND. IN BRAILLE.

The music in the following list will be furnished at two cents per page. Additions to this catalogue are being constantly made. Any selection of piano or vocal music not in this catalogue will be transcribed and printed on receipt of an order for five copies.

## PIANO MUSIC.

		No. pages.
Allstrom	Little Beauty Waltz	2
Bach	Loure from 3d 'Cello Suite	5
Beethoven	Sonata, Op. 2, No. 1, Allegro	5
Beethoven	Sonata, Op. 26	25
Beethoven	Sonata, Op. 27	
Beethoven	Sonata, Op. 31, No. 1, first movement	11
Berger	March from Norma	1
Berger	M' appari tutto amor	2
Berger	Rataplan	2
Blakeslee	Crystal Fountain Waltz	2
Bohm	La Zingana, Danse Hongroise	4
Chopin	Polonaise, Op. 26, No. 1	5
Chopin	Polonaise, Op. 40, No. 2	4
Chopin	Polonaise, Op. 44	18
Chopin	Nocturne in G major	8
Clementi	Sonatine, Op. 36, No. 1	3
Czerny	Op. 849, Nos. 14, 15, 22, each	2
Dorn	Oberon	7
Favarger	La Simplette	2
Ghys	Amarylhis	3
Godard	At Morning	3
Harmistoun	Little Romp Quickstep	2
Haydn	Gypsy Rondo	4

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		No. pages.
Huse	Cricket Polka	2
Kube	Cujus Animam	8
Kullak	Little Huntsman	3
Lange	Boy and Cuckoo	2
Lange	Harvest	2
Lange	Heather Rose	3
Lange	Little Wanderer	4
Latour	Busy Bee Galop	1
Latour	Flower Waltz	1
Latour	Golden Bells Waltz	2
Latour	Marine Galop	1
Leybach	Fifth Nocturne	5
Leybach	I Puritani	9
Leybach	Oberon (piano duet)	20
Lichner	Heliotrope	2
Lichner	Jessamine	2
Lichner	Morning Glory	3
Lichner	Pansy	2
Lichner	Pink	2
Maylath	Waltz	2
Mendelssohn	Songs without Words, Nos. 1, 3, 4, 9, 12, 16, 20	
Meyer, L.	Honey-bee Polka	2
Meyer, L.	My Brother Jack	2
Muller	Pansy Galop	2
Muller	Violet Polka Mazurka	1
Moszkowski	Serenata	3
Oesten	Doll's Dream	4
Oesten	Gondellied	4
Oesten	Heavenly Bliss	5
Root, F. W.	The Far Away Waltz	3
Scharwenka	Polish Dance	4
Schubert	Six Moments Musicaux, Op. 94	
Schumann	Slumber Song	3
Smallwood	Gypsy Count	2
Smallwood	Harebell	1
Smallwood	Sweet Violets	1
Smallwood	Woodbine	1
Seymour Smith	Dorothy	2
Strauss, J.	Merry War Waltz	2
Tours	Bourrée Moderne	5
Tschaikowski	Polka di Salon	3
Verdi	La Donna è Mobile	1
Voss	Garland of Roses Waltz	4
Voss	L'Amaranthe	2
Waltis	Skylark	2
Wilson	Wayside Chapel	4

## Studies.

Duvernoy	Op. 120, Nos. 1, 2, 3, 4, 5, 6, 7, 8, 9
Czerny	17 Studies from Op. 261
Czerny	Op. 299, Nos. 1, 2, 3, 4, 5, 6, 7, 8

## ORGAN MUSIC.

		No. pages.
Bennett	Barcarolle from 4th Concerto	10
Beethoven	Motivo	2
Handel	Grand Chorus in D	14
Haydn	Credo from 1st Mass	4
Haydn	Kyrie Eleison from 2d Mass	8
Haydn	Gloria in Excelsis from 1st Mass	4
Hofmann	Barcarolle	5
Hopkins, E. J.	Adagio Cantabile in D	7
Hopkins, E. J.	Allegro Moderato in A	12
Lemmens	Marche Pontificale	8
Mendelssohn	Prelude and Fugue in G major	11
Mozart	Benedictus	7
Mozart	Pignus futuræ	11
Mozart	Motet. Deus, tibi laus et honor	11
Mozart	Placido è il mar andiamo	4
Smart	Andante Grazioso in F	5
Smart	Andante Grazioso in G	5
Smart	Festive March in D	12
Smart	Evening Prayer	5
Whiting	Prelude in G	6
Zipoli	Pastorale	3

## VOCAL MUSIC.

Gilmore	The Voice of a Departing Soul	7
Robyn	Haste, Love	6
Ryder	Hear our Prayer (Quartette)	7
Ryder	O Holy Jesus (Quartette)	5

## VIOLIN MUSIC.

—	Simple Airs	6
Schumann	Träumerei	4
Wieniawski	Kiewiak (Polish National Dance)	6

Orders for music mentioned in the foregoing lists should be addressed to the respective places of publication; namely, American Printing House for the Blind, Louisville, Ky.; Perkins Institution for the Blind, Boston, Mass.; Illinois Institution for the Blind, Jacksonville, Ill.





THE COOKING CLASS AT WORK.

# THE MENTOR

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VOL. IV.

APRIL, 1894.

No. 4

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## COOKING CLASSES FOR THE BLIND.

IN presenting a sketch of our cooking classes, I shall endeavor to give simply the principles which have determined the direction the work has taken, with just enough detail to indicate that the objects which caused the introduction of the department are attainable.

### OBJECT.

This department is not an effort to train blind girls to become professional cooks, nor to make them efficient servants. But, not having succeeded in finding such profitable employment for them that they may become self-supporting, it seems desirable to give them all possible education that will tend to make them valuable assistants in their own homes, or, if they are homeless, make them helps, and not burdens, in friendly houses, whereby they may gain homes. With this in view, we have extended our instruction in housekeeping to include cooking and kitchen work in general.

### COOKING EQUIPMENT.

In determining our kitchen outfit, it seemed unwise to follow the plan of the usual cooking school. Such a school seeks to teach the uses of utensils best adapted to the work in hand, to people who can furnish their kitchens as they may wish. Hence all modern conveniences are introduced into the cooking school. Our girls, coming, as they do in many instances, from houses equipped in the simplest manner, must be so taught that they may return to their homes and work intelligently with such utensils as their home kitchen may afford. Our kitchen, therefore, is modelled after the average home kitchen. An ordinary

cooking-stove, with its wood-box, a plain table, a set of shelves, and a couple of chairs constitute the kitchen furnishings. The cooking utensils are kept in an adjoining closet. We use wood instead of coal, although coal would require less attention. But Wisconsin still burns wood in her kitchen stoves, and the proper management of a wood fire will be one of the necessary conditions of successful work when our pupils return to their homes. Nor have we placed a hot-water faucet in our kitchen. To keep the kettle filled and hot is an essential element in successful cooking; and, as usual, pupils will learn that best by doing it.

#### CLEANLINESS.

The blind cook must exercise extraordinary care to insure cleanliness, if she expects to prepare acceptable food. Consequently, a wash basin, and pail and dipper, are a necessary part of the kitchen outfit. These should be placed conveniently near both the stove and table. Whenever the girl touches the stove, or anything which can possibly soil her hands, she washes them before touching any of her cooking material or any utensil which she intends to use in her work. To protect their clothing, the girls are provided with large aprons, which they put on as soon as they enter the kitchen, removing them only when they have completed their work for the day.

#### THE STOVE.

We began our instruction with that constant and central factor in cooking,—the stove. As it is also the dangerous element, the pupil needs explicit and thorough instruction regarding it, its uses and management, building a fire, controlling the draughts, disposition of utensils to best advantage in preparing a meal, and how to avoid soiling hands and clothing in working about the stove. We use no mechanical contrivance to protect the pupils from the fire. It might be difficult for them to procure such for the home kitchen; and we have felt that careful instruction



regarding the danger, followed by several years' work under the eye of a careful teacher, must instil such careful habits that there can be no real danger.

#### PRELIMINARY INSTRUCTION IN LOWER GRADES.

Our beginning was not the ideal one. The more logical method would consider first all the processes of manipulation of materials, introducing the stove when the pupil has learned how to prepare the food, so that she can use the stove constantly. But our situation at the introduction of the course seemed to demand our pushing rapidly towards tangible table results. Results would indicate that our course was justified. The cooking department has become an established feature of our school, and our girls are anxious to receive the instruction. We are now engaged in arranging for thorough preliminary work, to begin with a "kitchen garden" section of our kindergarten department. This preliminary work will be a constant feature of the school work through all the grades, until the girls are ready to be assigned to regular class work in the cooking department.

As we have not arranged the details, I can only point out the general lines along which we are working. As baby girl "helps" mamma set the table, and later wash the dishes, sift the flour, cut the cookies, stir the cake, etc., so that before she reaches the "stove age" she is well acquainted with utensils, materials, and methods of preparation, so we hope to train our girls to such capability that, when they are old enough to be assigned to the cooking class, their entire attention can be given to the more technical instruction of the department. Our plan contemplates one dining room and kitchen outfit small enough to be toys; another set large enough to give the instruction more realism and to lessen the transition to the genuine kitchen equipment. A series of games will be introduced, having as the objective points a thorough acquaintance with all the utensils and a development of the art of manipulating the materials used in cooking. Some substitute

for the materials, such as moulders' sand, will be necessary in the earlier stages, both for the sake of cleanliness and the economy of material. But we shall probably introduce real cooking material before the pupil enters the cooking course. For, still keeping as our guide intelligent motherhood,—that companionship of mother and daughter which leads the daughter to learn the round of household duties through her love to "help mamma,"—there will come the time when the blind girl has become skilful in all the operations necessary to prepare a certain article of food, but is yet too young to be safely intrusted with work about a stove. This is the time when mamma divides the dough with her little helper, who rolls it out, cuts out the cookies, and puts them in the baking-dish. Mamma bakes them; and possibly a dolls' tea-party results, so that the little maiden may give "my own cookies" a place of honor.

No one will question such incentives to a thorough preparation for the special work, nor can we doubt the added pleasure and "home life" feeling, which such incidents would give our little blind girls, if such can be introduced into their school life. Hence, when they have properly learned to roll out the clay "cookie dough," to cut it nicely, lift and place it in the tins they have already prepared, they will be allowed to go to the "class kitchen" on some cookie day, be given some real dough, prepare, cut, and arrange their cookies all ready for the oven, and have them baked by the older girls just as they would at home.

Such instruction continuing through several years, always occupying but a small portion of the time, will remove most of the real difficulties in teaching blind girls to cook before they have reached the regular class instruction.

#### COURSE OF STUDY.

I shall not attempt to give our course of study in detail. It would occupy too much space. You see we started with a broad-gauge ambition. In fact, our work was mapped

out, as to results, the same as it would have been for seeing children. Perhaps I ought to attempt a justification of such work by giving a more complete expression to my thought. People who rely upon their eyes cannot understand the *limit* of the restrictions placed upon blind people. We may imagine difficulties which do not exist. Hence, in beginning a new line of work, I would give it sufficient scope to include all the essentials, the same as I would, were we teaching seeing children. When we meet difficulties which we cannot avoid, difficulties to which we must yield because they are peculiar to blindness, we have lost nothing, because the education is complete to that point; and we may have found the imagined difficulties to be only imaginary.

The metes and bounds of our course of study are as follows: Begin with those dishes which will use such material as the simplest home life supplies, selecting those which require the least manipulation of materials and can be most easily tested in progress of cooking. As time permits, extend in the direction of variety in the use of the same materials, giving particular attention to economy in making palatable dishes from the food remaining after a meal. Next introduce new materials, and so on.

#### THE DISHES WE HAVE MADE.

The following dishes have been successfully cooked by one or another of our *totally blind* girls within the brief period the department has been in operation, the girl measuring out her materials and performing all the work without any assistance, even to placing it on the dish ready for service at the meal. No attempt is made to give them in the order they were studied. Milk bread, water bread, raised biscuit, baking-powder biscuit, creamed toast, fried toast, dry and buttered toast, griddle cakes, browning and rolling stale bread; citron cake, loaf cake, fruit cake, luncheon cake, plain cookies, pound cookies, custard pie, mince pie; roast beef, fried steak, broiled steak, baked chicken, fried ham, cold meats chopped and warmed over

with gravy, meat croquettes; potato salad, cabbage salad; potatoes, baked, boiled, creamed, fried, lyonnaise, mashed, balls, Saratoga, French; corn, boiled and baked; tomatoes, boiled and baked; cabbage, cold and hot; carrots, boiled and creamed; turnips, boiled, creamed, mashed; parsnips, boiled and fried; squash, baked; jellies, grape, crab-apple, apple; preserves, quince, citron, pumpkin, peach, tomato, pineapple; sweet pickles, tomato, watermelon, peach, cucumber; piccalilli; jam, quince, peach, grape, pie-plant; marmalade, peach, crab-apple, quince, apple; cucumber catsup and sauce, grape catsup, spiced grapes.

#### ADAPTATION.

In measuring material, testing cooking, etc., the teacher must constantly make adaptations, so that the sense of touch can do the work of sight. I intended including a statement of some we have developed, but there is so much that must be left untold that those will go with the rest. Enough to say that a delicate touch is soon developed, which does slowly, but surely and exceedingly well, nearly all the work that cooking requires of the eyes of the seeing person. In some cases, like separating the white and yolk of eggs, when the touch is not sufficient, a particular manipulation becomes the necessary guide.

#### INEXPENSIVE INSTRUCTION.

Just a word regarding the expense of the department, as that is so frequently of determining force when the introduction of a department is under consideration. You have seen that the equipment is inexpensive. In the operation of the classes there need be no waste. All the food that has been cooked in our class work has been eaten at regular meal-time. The pupils have a very pleasant habit of sending their new dishes to the superintendent's table, where they are welcome because they are always nicely cooked. The products of the repetition of that lesson are taken to the pupils' tables, the pupils receiving them with

evident appreciation. No greater difficulty need be anticipated in finding a capable teacher in this department than in any other. Miss C. Adele Williams, who has had charge of the work from the beginning, and evidently has been very efficient, had had no previous experience with the blind, nor had she any professional experience in that department. However, she thoroughly understood her art ; and the results of her class work have surpassed by far all expectations. The list of successful dishes given above will not surprise you any more than it has surprised me.

I thought it undesirable to consider such questions as assignment of programme and details of class work in this article. But I hope that, if any of you are considering the advisability of introducing this work, you will feel free to ask us such questions as you wish. We will answer them the best we can.

LYNN S. PEASE,

*Superintendent Wisconsin School for the Blind.*

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## TO THE PARENTS OF SEEING AND OF BLIND CHILDREN.

### I.

*What shall parents do to keep their seeing children from becoming blind?*

If your children have their eyesight, thank God, and take every care to preserve it, giving special heed to the following suggestions:—

1. As soon as a child is born, insist that the nurse shall cleanse its eyes properly, as laid down in the regulations. You should yourself examine your child's eyes daily for the first week; and, if the slightest redness or mattery discharge appears on the lids, summon your physician at

once, and follow his directions to the letter. Should you be unable to get him immediately, cleanse the child's eyes as often as a trace of matter appears in them, using for the purpose a clean linen rag or an absolutely clean bit of sponge. Wash from the nose outward over the place where the lids separate. Besides doing this, you should keep on the eye a fine linen rag, which must be kept cold either by dipping it in ice-water or by laying it upon pieces of ice. This rag should not be too wet, and must be exchanged for a cold one just as soon as it becomes warm. In case one eye only is inflamed, take the greatest care not to touch the well eye with the rag, the sponge, or the water used upon the affected eye. This inflammation of the eyes of the newly born is a very dangerous thing. Unless the proper means be immediately employed, the inflammation generally destroys the eyesight wholly. Out of every one hundred blind children in Germany, twenty-five have lost their sight from this disease. But, if you call in the physician at once and follow out his advice, you may confidently hope that your child will retain its eyesight.

2. Never suffer your children to play with or even to handle objects such as nails, awls, forks, bits of glass, toy pistols, cross-bows, and explosives, with which they can easily injure their eyes. Nine per cent. of all blind youth have lost their eyesight through injuries inflicted by means of such articles. Even if one eye only is wounded, there is still great danger that the other will become affected through sympathetic inflammation. Hence, in all cases of injury to the eyes, consult the physician at once.

3. If your children are sick with measles, scarlet fever, diphtheria, small-pox, inflammation of the brain, or typhus fever, you must follow carefully the directions of the physician, even when the sickness is nearly over; for any neglect may bring on blindness. Out of every one hundred blind children, nine have lost their sight through sickness of this kind. Should you notice during the sickness that the eyes are affected, call the physician's attention to the fact.

4. If your children are not strong physically, and have scrofula or scrofulous tendencies, there is always danger of eye trouble, or even of blindness. Eight per cent. of all blind youth have become blind in this way. Look to it, therefore, that your feeble and scrofulous children are well taken care of; that they eat good and easily digestible food, like milk, eggs, and meat; and that they play much in the fresh air. If you follow this advice, your children may grow up strong and well.

5. Never permit your children to strain their eyes in the twilight, or in any insufficient light, by reading, knitting, sewing, or by any like occupation. If you do, they are liable to have weak eyes, to become near-sighted, or, indeed, to lose their eyesight.

6. Do not suffer your children to wear glasses until the physician has examined their eyes and ascertained whether they need glasses, and, if so, what kind they need.

Finally, whatever may be the trouble with your child's eyes, you are most urgently advised to consult the physician at once.

## II.

*How shall parents manage their blind children in their early years at home, and how bring them up?*

If you have a blind child, consider that God has given it to you to be tended with unusual love and care. If you give it proper care and it lives to grow up, it will be a capable and happy human being, who will fill its place in life and will bring comfort to you. But if, on the contrary, you neglect or spoil your child, it will then be a poor bit of humanity, a burden both to you and to itself. Hence attend to the following rules:—

1. Treat the blind child exactly as if it were a seeing child, and try as early as possible to make it put its body and mind into action. As soon as it begins to use its hands, give it toys to play with. Talk to it, sing to it, and give it toys that make a noise, to attract its attention and rouse its mind.

2. Teach the child to walk at the age when seeing children learn.

3. Do not allow the child to sit long in one place alone and unoccupied; but encourage it to go about in the room, in the house, in the yard, and, when older, even about the town. Teach it to know by touch all objects around it.

4. As soon as possible teach the child to dress and undress, to wash itself, to comb its hair, to take care of its clothes, and, when at table, to use properly spoon, fork, and knife. A blind child can do all these things as well as a seeing child; but you must give it much practice in doing them, because it cannot learn by observation.

5. Watch carefully the child's personal appearance. It cannot see how others act, and so readily acquires habits which are disagreeable to its companions. Some of the most common mannerisms of blind children are rocking the body, twisting the head about, sticking the fingers into the eyes, distorting the face, swinging the arms, stooping and hanging the head in walking, and bending over in sitting. As soon as you observe such practices in your child, you should make a vigorous attempt to break them up; for, if they once become habitual, years of schooling may be unable to overcome them.

6. Permit the blind child to play as much as possible with seeing children; and to romp often with them out of doors. Frequently take the child walking, and direct it in some simple physical exercises. If it is obliged to sit still, you should at least give it balls, pebbles, blocks, a doll, a harmonica, or such other toys as appeal to touch and to hearing.

7. If you would inform your child of the world about it, you must let it touch all the objects that you can get at, and must teach it to appreciate space and distance by actual measurement. To cultivate its sense of touch, let it handle familiar objects, like different woods, plants, and coins.

8. Allow the child to take part as early as possible in household duties. Allow it to string buttons or shells; to



shell and pick over beans, peas, and nuts; to clean furniture and kitchen utensils; to wash dishes; to grind the coffee; to peel the potatoes; to gather the fruit in the garden; to feed the hens, doves, dog, cat, and other domestic animals. You can also occupy the child pretty well in easy handiwork, such as winding yarn, braiding the hair, and in coarse knitting.

9. Speak with your child much and often; for, since it cannot read the loving care which is written on your face, it has special need to hear your voice. Ask the child frequently what it hears or feels, and induce it to ask many questions as to what is going on around it.

10. Take care what you say before your child; for the blind child is more attentive to all which it hears than the seeing child is, and for this reason retains it better.

11. When in the presence of your child, never indulge in expressions of pity for its blindness, and suffer no one else to do so. Such expressions can only discourage and depress the child. Rather seek to encourage it and to keep it engaged in happy activity, in order that it may strive cheerfully and courageously to be independent later in life, and to do without external consolation and assistance.

12. Give the child occasion to exercise its memory. A good memory will later be found invaluable. Have it commit to memory such proverbs, short poems, and stories as it enjoys.

13. The blind child's moral and religious nature can be developed just as early as the seeing child's.

14. As soon as the child is of school age (six years old), send it, if possible, to the Institution for the Education of the Blind at Linz. To make this possible, you must apply in good season, say six months in advance. The superintendent will then tell you what questions you will have to answer before your child can be admitted.

15. If it cannot be admitted to the institution before it is seven, then send it with its seeing mates to public school. In this case you should beg the teacher to visit

the Institution for the Blind at Linz, so that he may learn something of the way blind children are taught, and that he may get the necessary special appliances, such as books embossed for the blind and Klein's writing apparatus.

Copies of the above professional advice may be had for the asking. It was written by Mr. W. Mecker, Director of the Institution for the Blind in Düren, near Cologne, in conjunction with Dr. H. Saemisch, Consulting Physician and Professor of Ophthalmology in Bonn. Nearly one half a million copies have been distributed in the Rhine Province to parents and others. This advice is the result of the experience of many years. Would that every one reading it should take pains to spread the information among the people by word and deed, and would that the excellent editorial staff of the various newspapers should take notice of it and publish it for the good of the country! If a single child be saved from blindness by this means a dreadful misfortune will be averted.

Translated from the Report for 1893 of the Private Institution for the Blind in Linz, in Upper Austria, by

EDWARD E. ALLEN.

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## ARROWS SHOT INTO THE DARK.

### IV.

THE haze of October was in the air. The scarlet fire of the dogwood and maple burned through the leafy archways of the woods. The splashed leaves of the shade-trees, dropped one by one, with many a twirling flirt, to billow the gulleys and to be crushed and powdered under prosaic feet.

Heretofore October had brought to Philip Conan a sense of exhilaration. The tingling atmosphere seemed charged with the aroma of new wine. Under its influence hard tasks grew easy and care dropped from his shoulders like a mantle. But now, as he stepped along the familiar

path, rustling the fallen leaves with his feet, he was anything but light-hearted.

He had determined to go to the city, in spite of the pleadings of Hetty and the silent opposition of his mother, in spite of Talcott's earnest warning.

For a month after the receipt of Talcott's letter Philip had settled down to writing. Only one story had been sold; and, though that had brought eight dollars, he was dissatisfied. He had other stories out, but expected nothing from them. Discontent had sapped his energies and warped his work.

"It is only fifty miles to the city," he had said in his talks with his mother and with Hetty. "A dollar and a half will bring me back at any time. I have a little money, and I'll surely make something. I shall try it for three or four weeks; and, if I see I can't do anything, I'll get on the cars and come home."

"It's a big place," said Hetty; "and you know, Phil, you can't get about like other boys. Why can't you stay here? What if you don't make much? I'm sure you'll be able to sell your stories right along after a while. And we have plenty. None of us will starve here in Huntoon."

"And who makes it?" Phil demanded. "That's the trouble, Hetty. I don't want to live all the time on your earnings and on mother's. It isn't right."

"It's right, if we're willing, Phil. No one in Huntoon expects you to do otherwise."

A jarring sense of clashing opinions had always crept into these conversations before they closed, and the feeling grew general that they were productive of more harm than good. Now Hetty had ceased to argue; and Mrs. Conan was gloomily, and perhaps tearfully, silent.

Both accompanied him to the station, whither his trunk had been conveyed. Several acquaintances and friends were there to tell him "good by." He knew that Hetty's hand trembled when she placed it in his, and he felt a tear splash his cheek when his mother gave him the farewell kiss. The hurry and confusion incident to such partings

served to dull its pain; but, when Philip was quietly seated in the car and heard the noise of the speeding engine and the rattle of the wheels on the rails, the dulled pain became a poignant stab.

"To make happy those who love us is better than money or success in life, is nobler and grander than isolated independence," an inward voice whispered, with ever-varying changes, until it seemed to cry out in the rhythmic beat of the wheels.

"What else could I do? I couldn't become a burden, could I?" Philip testily demanded, speaking almost aloud, so strong was the impression. "I'll make it all right if I succeed, and they'll be glad I did it."

His plans were well digested, as he believed. He meant to call on Talcott, secure a room near the office of the *Mirror*, and hire a boy to guide him to the places he expected to visit in search of news. For small pay he fancied the boy could also be induced to read to him a little of evenings and mornings.

He had not much money, but he was sure he could earn enough to pay expenses; and, if he could do that at first, he might hope to do much more by and by. If worst came to worst, it was only fifty miles back to Huntoon. Strangely, though, now that he was facing actualities, the various things he had planned began to seem more difficult of accomplishment.

There was not a more astounded young man in the city than Julian Talcott when Philip Conan called on him at his lodging-house.

"I didn't take your advice, you see," said Philip, as he felt for the chair Julian placed for him. "I've come to the city, and I've come to get work on a paper,—the *Mirror*, if I can; if not, some other paper."

"But, my dear boy, there are no places vacant."

"I understand that. I intend to try space work. You remember you told me that the *Mirror* took acceptable matter from any source, and paid five dollars a column for it. Can't I fill some of those columns?"

"To be honest with you, Conan, I don't see how you can. Can you hang around hotel lobbies and pick up interesting gossip from the guests, political and otherwise? Can you tear through a crowd and fight your way to the front in a fire? Can you be here and there and everywhere, seeing everything and hearing everything?"

"I think I could report lectures and sermons and the news of the courts."

"You couldn't earn your salt at that. Competent men are assigned when anything's wanted in that line, and there are regular court reporters to snap up everything ahead of you."

"Then you think I'd better go back, and not make a try of it at all?"

"That's what I think; and I say it to you, Conan, because I'm your friend. You'd starve in the line you've laid out. You were doing pretty well with your stories, weren't you?"

"Making a dollar a week."

"Well, you weren't out anything for board and lodging. A dollar a week would buy your clothing, and I don't doubt you'd do better with more experience."

However, Philip was not to be shaken from his determination; and Talcott, when he saw that further efforts to dissuade him were useless, helped him to find a room, and sent a newsboy to act as guide.

The ensuing month was the most bitter in Philip Conan's life. The newsboy was faithful and obliging, though he insisted on charging fair prices for his services, — ten cents an hour for reading and fifteen cents an hour while piloting Philip over the city. Then there were necessary car-fares, to say nothing of the actual cost of living.

Philip went everywhere, and reported everything he heard, in which he fancied the public might take an interest. Some of his reports were used, often in so altered a form that he hardly recognized them; and at the end of a month he had filled two columns and earned ten dollars.

He wrote home with unvarying regularity, making every-

thing as bright in these letters as he could. But his money was nearly gone, and he grew heart-sick.

As he pondered the situation, the thought came that he might fill two columns by telling in a graphic way of the trials and difficulties of a would-be blind reporter. He was surely rich in experience! Many men had been kind, but he had met many rude rebuffs and much captious sneering.

The article was accepted and published, and filled two columns of the *Mirror*; but it cost him two days of severe toil. To save his money, he wrote it in a fireless room, working far into the night; and, when the newsboy brought the *Mirror* in with a flourish, for the purpose of informing Philip of his good fortune, he found Philip tossing in feverish unconsciousness on his hard cot.

"Only four dollars and twenty cents, and sick enough to die!" was the newsboy's comment, when he had made a hasty examination of Philip's purse. "That chap's been a-killin' of himself."

He returned the money to the purse, and the purse to the pocket, and bolted from the room. When he came back, two men accompanied him, one of whom was the landlord; and Philip was borne in an ambulance to the nearest hospital.

There Talcott, informed by the newsboy, found him soon afterward.

"Will he get well?" Talcott anxiously asked of the attending physician, as he looked into the flushed face.

"I hope so; but he's pretty sick, as you can see. If he has any relatives or special friends, I'd advise sending for them."

Philip Conan felt that the hand of an angel touched him as he wearily opened his eyes five days later, and found himself in that strange room. Some one was bending over him, and the cooling touch of that soft hand seemed to drive the fire from his brain. Then he looked into the face, and saw that it was Hetty's.

Her eyes were brimming, as she stooped to kiss him.

"Oh, I'm so glad, Phil! You're going to get well!"

"Is mother here?" he queried, with dull apathy.

"Yes, we've hardly left your bed for four days. You've been dreadfully sick, Phil. But the doctor says you're all right now. Oh, if you had only waited a month, instead of coming to the city when you did!"

"What's that?" he demanded, his interest quickened.

"I say, if you'd only waited a month, so that you could have come to the city with mother's approval! I suppose you didn't get our letter? Of course, you didn't; for it was written the night you took sick.

"I'm to have a position in a big store here, and to get ten dollars a week. The proprietor saw me in the store at Huntoon, and was so well pleased with what he was told of me that he offered me the place. O Phil, if you hadn't been so headstrong! If you'd only waited! But we forgive you. Now kiss me, and go to sleep again. To-morrow, maybe, I'll tell you all about it, and of what beautiful plans I've made for you. O Phil, *we were so afraid you were going to die!*"

JOHN H. WHITSON.

[*To be continued.*]

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## THE BLIND CHILD'S FIRST YEAR IN SCHOOL.

WHEN the blind child first comes to us, we usually find him seriously defective in one of the three sides of the great trinity of being; namely, the physical. Mentally and spiritually, he is generally the equal of the child possessed of all his faculties,—indeed, in many instances, his superior. The power of concentration of thought, which must be carefully trained in most children, is here ready to be applied to whatever tasks are assigned him. We find him seriously lacking, however, in many attributes possessed by the bright-eyed, little six-year-old who, per-

haps after two years' kindergarten training, enters the first grade of our public schools.

Our little blind child, when he has not come to us from the crowded tenements of the city, where he has been neglected morally and physically, comes from a home where everything has been done for him and he has been rendered helpless. It is a mistaken idea of tenderness which leads a mother to destroy all her child's self-reliance by doing everything for him. If the blind child were only treated in the home precisely as his more fortunate brothers and sisters are, he would not come to us the helpless, pitiable, little object he so often is.

Unfortunately, it is not possible for a blind child to get the kindergarten training which is his right, and of which he, of all children, stands so much in need. Yet, though he misses this training, if he has been an integral part of some real home, and has had a loving mother's care, he has had the best possible training. If he has not been allowed to mope in a corner, and has been encouraged to join in the active games of other children, and, above all, taught to *do* something, there is no reason why he should not be as happy as they. "Something to do and the power to do it" some one has given as the secret of a happy life.

If mothers and teachers would only remember this, the little lives would be rendered far happier than they are.

The children do not come to us until they are seven or eight years old. So they are long past the kindergarten age. Fortunately, however, even though we cannot use all the methods, devices, and exercises of the kindergarten, we can keep the true kindergarten spirit, no matter what the grade. And we can and must, if we would develop the child in the natural way, adopt kindergarten methods.

An authority on educational matters tells us, that children get nine-tenths of their perceptions through the eye alone. Think, then, under what disadvantages the blind child must work. His other senses must make up for his lack of sight. His hearing and his sense of touch must do for him what sight does for the seeing child. His



training, then, must be along that line; and there is nothing that can do this for him as will the games and occupations of the kindergarten. Here, too, he learns self-reliance, and, perhaps for the first time, finds himself held accountable for his actions, and learns to respect the rights of others.

The ideal school-room, then, for the little blind child is one in which as many as possible of the kindergarten games and occupations are used. Indeed, it seems as if the blind child, more than any other, needs them and should have them. There is so little that cannot be adapted to his needs and which he could not fully appreciate. The music, for instance, means so much to him. Of course, the color, which does so much toward developing the child's ideas of beauty, is wholly lost on the child blind from birth. He has his own ideas about it, though, and never weaves a mat or folds a bit of paper that he does not ask, "What color is it?" His ideas of color (for he, as we "children of larger growth," is fond of speculating on the unknowable, are unique, to say the least. A little seven-year-old blind boy asked a small companion what he intended asking God to let him see first when he reached heaven. The little fellow addressed answered promptly,—

"I shall ask him to let me see my little brother."

Whereupon his little questioner remarked:—

"Well, I haven't any brother up there, and I mean to ask him to show me the days o' the week. I always wanted to know what color Wednesday is."

So, at least, they *think* they know something about it. Perhaps, then, we may as truly say of our blind as did Mrs. Browning of her sleeping child,—

"Folded eyes see brighter colors than the open ever do."

Then, though the blind child has missed the training of the kindergarten, which should precede his school life and prepare him for it, we can, if we will, make it up to him. If we would only strive each day to give our little ones

one new perception. Unless you have tried it, you have no idea how much more your little ones will get from a pine branch with a few cones, a handful of shells, or a dead mouse, than from all you can read or tell them of the same things. A little blind boy was walking with his teacher through a field in the country, and, of course, asking the usual number of questions. On being told there were potatoes growing near, he immediately asked to be shown "really potatoes growing." When taken to where the vines were spread over the ground, he felt anxiously among them for a moment, and then said, "But where are the potatoes?" When it was explained to him that they grew underground, and he was permitted to actually dig until he found one, his delight knew no bounds. That child had, in all probability, been told twenty times how potatoes grew, but now he *saw* them for the first time; and it is safe to say that "potatoes" in future meant more to him than they ever had done before.

Let us, then, try to give the little ones an all-around development, not neglecting to do all that lies in our power to strengthen the little bodies. It is here, when they first come to us, that it is easiest to correct their personal habits, and to train them in right ways of sitting and standing, rising and walking, and to insure their physical well-being.

G. Stanley Hall, in the December *Forum*, in his article on "Child Study," says: "Knowledge bought at the expense of health, which is wholeness, or holiness itself in its higher aspect, is not worth what it costs. . . . May we not reverently ask, What shall it profit a child if he gain the whole world of knowledge, and lose his health, or what shall a child give in exchange for his health?"

Shall we not, then, make it our aim to develop these little ones into healthy, happy childhood rather than into unsymmetrical little prodigies? And, though they may never see the sunshine, they may carry it ever with them in their own souls, coming at last into their rightful inheritance of a happy, useful life. Let this at least be our

aim; and, if we cannot realize our ideal, we may, as some one has suggested, "idealize our real," and with the material and opportunities at hand give the little ones in our care an opportunity to develop into happy and useful manhood and womanhood. And, though they may never see the beauties of this world, yet with them the "trailing clouds of glory" need never be dispelled; for they see ever God's face.

HARRIET T. REES.

*Colorado Springs, Col.*

### AN APPEAL FROM SCOTLAND.

*My dear Mentor,*—I thank you cordially for having so kindly reproduced my little paper on Mr. Murray's "Work for the Blind in China." I am exceedingly anxious to arouse interest in this subject, which as yet is so very little known and so very poorly assisted. I am very sure that interest of a practical character would not be lacking if once people realized what a very wonderful baby-giant this work really is, and how marvellous a field of remunerative occupation for the blind of China is being opened up by Mr. Murray's latest invention; namely, the application to the use of sighted persons of the same system of reading and writing, by the use of numerals representing sounds, which has proved so very successful and so surprisingly simple in teaching the blind.

Now the blind students in Mr. Murray's school at Peking are working as compositors, setting up the type of pages for the use of the sighted; and, when these have been printed in black by a sighted man, the blind themselves are the instructors, ready and able to teach sighted men and women to read and write. And within *one week* intelligent pupils can do both. Duller or aged ones may take three weeks; but all who have tried have succeeded, and rejoice to find themselves able to read more fluently than many of their wise countrymen who have studied their own intricate characters for years. The numeral type is

also very much more simple and more easily acquired than our own Roman alphabetic system, which has been introduced in our Christian missions, but which has the disadvantage that in using it a different version of the Bible is required for each different dialect, of which there are hundreds in the Chinese Empire: whereas in the numeral type only one version will be required for the whole of the eighteen provinces, with Manchuria and Corea into the bargain. It is somewhat as if in Europe you were teaching a roomful of ignorant Spaniards, Russians, Germans, Danes, Poles, Swedes, Italians, French, English, etc. If you were to write one, two, three in letters, only the English would understand: whereas, by writing 1, 2, 3, 4, 5, in numerals, your exact meaning would be clear to all, though each would express it by a different sound. Among the pupils who have come to Mr. Murray's School for the Blind there have been men from Manchuria, Chih-li, Shan-si, Shantung, Kuantung, and Hupeh,—that is to say, from the extreme north-east of the empire to the far south; and, though they could not understand one another, all alike read from the same Scripture. And all who have mastered the system are confident that it will be found equally applicable to every part of China. *If this is the case with the blind, how much more certain is it that the identical system can be read by the sighted persons of all these provinces?*

It is just about four years since Mr. Murray first adapted his "Primer for the Blind" to the use of sighted persons, and at once proved his success by teaching about thirty persons, each of whom acquired the art of reading in four days. A very trying delay occurred before he could make his requirements understood, so as to obtain the new types for printing. Finally, these were prepared by Mr. Archibald, of Hankow, and the first instalment reached Peking just before the close of 1891. As soon as they arrived, blind Peter and one of the girls were asked to feel them; and they at once recognized each, and set to work composing the first pages in the new type, which were

printed that evening, and proved beautifully clear and pleasant to the eye.

Then came the anxiety as to whether the blind could teach the sighted these pages; and great was the delight of both teachers and taught when this was proved to be easily accomplished within a week.

Not that there was at first any great eagerness on the part of very ignorant men and women to acquire this new art. Some (several of whom were upwards of sixty-five years of age) had to be bribed by a gift of cash equal to about five cents a day to induce them to come and be taught; and great was their own surprise when, after about six days' study, they found themselves able to read as fluently as many students who had for years been trying to master the bewildering Chinese characters. On seeing this satisfactory result, Mrs. Allardyce of the London Mission (who has in past years taken much trouble to prepare papers, by her typewriter, in Roman letters, as lessons for a class of Christian women who come to her in the winter from their farms) asked Mr. Murray whether he could prepare in his new type the Union Catechism, which is used by all the missions in North China, and also some hymns and portions of Scripture, and if he could send one of his blind girls to teach the class.

Needless to say, he was delighted. The blind compositors set to work, the pages were soon ready, and Mrs. Murray took blind Hannah in a native cart to the London Mission, and there left her. A week later Mrs. Allardyce herself, and several of these poor, ignorant farm women, were able to read; and, after a day or two more study, one of the sighted women was able to write a letter quite clearly, with all the tones perfectly indicated. At the end of three weeks all the women were able to read and write with real pleasure to themselves, and all were devoted to their blind teacher.

For still more convincing proof Mr. Murray invited several foreigners to be present at a formal examination of other pupils, whose powers were tested in every possible

way; and the results were eminently satisfactory. Though these details sound trivial, we must remember that it is still "the day of small things"; and yet it is no small matter to have proved how easy this new method is to the illiterate peasants who form the enormous majority of the converts of all Christian missions in China. Mr. Murray says, "All the women, and 95 per cent. of the men."

So, like other healthy plants, this young baby-tree is quietly growing up from its obscure cradle beneath the soil, destined, I firmly believe, to become a mighty agent in the extension of that kingdom "which cometh not with observation." I believe that what the invention of alphabetic printing has proved to the whole civilized world, except China, Mr. Murray's numeral type will become to all Christian missions throughout the vast Chinese Empire.

But, gifted and ingenious as is the inventor, he cannot develop and extend his work in its numerous ramifications without pecuniary support. For upwards of sixteen years his own small salary as a colporteur was its sole income, and even now this mission is entirely dependent on very uncertain voluntary contributions. I would earnestly ask that many would endeavor to become annual subscribers, and also that those who know about this work would endeavor to interest others. Donations for this purpose will gladly be received by the treasurer, Professor S. M. Russell, of the Imperial College, Peking. May I also ask for a special gift for Mr. Murray's school of one of Mr. Frank Hall's Braille stereotype-makers, price \$150, and also a Braille writer, price \$13?

Surely, some friends in America will soon subscribe the necessary sum to rejoice this earnest worker by sending him this gift which he so greatly desires.

CONSTANCE F. GORDON-CUMMING.

*Crieff, Scotland.*

NOTE.—The editor of *The Mentor* will have pleasure in taking charge of any sums which may be contributed for the purchase of these machines.

## COMPENSATION.

'Tis eventide ; far down the circling shore  
High-steeped bells proclaim the hour of prayer ;  
And, nearer by, stilled ocean's muffled roar  
Rises an anthem on the stiller air.

Of lights and shadows, else unknown to me,  
The dear wife speaks, and closer draws her chair ;  
Our little daughter climbs upon my knee,  
And, as in dreams, the world is wholly fair.

One summer's night we stood upon the beach :  
The gentle voices of the moon-kissed sea,  
Low, murmuring voices, mingled with her speech,  
And all the air was filled with melody.

The myriad stars, the moon, the sea, the strand,  
Were then revealed in tones so true, so kind,  
That, as my fingers touched an outstretched hand,  
Mine eyes almost forgot that they were blind.

As though remembrance raised it from the dead,  
A buried sun gave back some little light,  
And o'er my thought its tender radiance shed,—  
A gleam of memory in the gloom of night.

Half timidly she said, " Behind that screen  
Which bars right knowledge of the earth and sky  
Some bright, clear picture of this perfect scene  
Must live in memories of the days gone by."

I told her, then, 'twas only when she spoke  
That light and beauty surely touched my heart,  
That her dear voice the sleeping sunbeams woke,  
To pierce each shadow with a golden dart.

I heard a sigh, upon my hand there fell  
A single tear with tender pity fraught.  
Then found I strength my soul's desire to tell,  
And in her answer found the light I sought.

The bells are hushed, soft twilight slips away,  
And softer night broods o'er the slumbering sea :  
More sweetly fair than Fancy's dearest fay,  
My little daughter sits upon my knee.

And now the spirit's keen, unclouded sight  
Beholds each feature of the pretty elf,  
As, guided on by Love's supernal light,  
It finds an image of the mother's self.

WILLIAM DAVID RUSSELL.

## AN OPEN DOOR.

CHAUTAUQUA COLLEGE OF LIBERAL ARTS is, as its name implies, a part of the "Chautauqua System." It is, as its name also indicates, a regularly organized college, fully equipped to do genuine college work. In its summer sessions resident work is done by the same methods of lecture and recitations as in the colleges in which its faculty are resident professors; but it is to its correspondence work that I wish to call attention in *Mentor*.

This correspondence work differs somewhat in method in different departments; but there is a unity in it all. One department supplements another, so that completeness of curriculum is secured; and the work is planned to secure the advantages of lecture, recitation, and examination. I know that the readers of *Mentor* are interested in History. Let me illustrate by a specimen history lesson, as conducted by Professor J. A. Woodburn, of the University of Indiana. I will take Lesson IX. from the course on "Early American Political History."

First, there is a printed outline of topics, sub-topics, and notes:—

EARLY POLITICAL PARTIES: THE ALIEN AND SEDITION LAWS  
AND THE FALL OF THE FEDERALISTS, 1800.

*I. The Rise of Party Government in England through the  
Origin and Growth of the Cabinet.*

Modern ministerial government, by which the Commons have become the chief thing in the State, is the outcome of the Revolution of 1688.

*II. Origin of Whig and Tory in English Politics.*

Characterization of the differences between the old English parties.



Hallam: "The Whig loved to descant on liberty and the love of mankind; the Tory, on the mischiefs of sedition and the rights of kings."

The divisions and characteristics of the English parties are seen in Colonial America.

*III. The Federalists and Anti-federalists in the Contests over the Constitution.*

The meaning of party names.

*IV. Forces making for Federalism after the Organization of the New Government.*

- a. Advantages of a winning side.
- b. The success of the new experiment.
- c. Elasticity of the new Constitution.
- d. Benefits to commerce from the new government.

The nation the only hope of relief from the commercial oppression of England.

- e. The influence of Washington.

And so on, with full suggestive notes and sub-topics for each of the remaining topics of the lesson.

*V. Party Theories and Policies.*

*VI. Current Issues upon which Party Policies were pursued or Theories applied.*

*VII. The Strained Relations with France lead the Federalists to a Serious Breach of Constitutional Authority.*

*VIII. The Unconstitutional Acts of the Party in Power are resisted by the Constitutional Dogmas of the Resolutions of 1798.*

Did Jefferson teach nullification?

*IX. Summary of the Causes for the Fall of the Federalists.*

*X. The Democratic Republican Party elects their Leader, 1800.*

Then follow nineteen "Questions for Review," among which are the following:—

State the chief tenets of the Federalists between 1789 and 1800.

What personal elements entered into the political contests of Adams's administration?

State in fifty words or less the constitutional theory announced in the Resolutions of 1798-99.

Wherein is this theory to be approved? wherein condemned?

Which of the following questions is most important from a political and constitutional standpoint?

*a.* Were these measures constitutional?

*b.* What means shall be looked to for the decision of their constitutionality?

Conceding the acts to be unconstitutional, was the antidote more dangerous than the poison?

#### REFERENCES.

1. Resolutions of 1798-99 in Elliot's Debates.
2. The Statesmen Series.
3. Hildreth's and Schouler's United States History.
4. Von Holst's Constitutional History of the United States, pp. 138-167, vol. i.

This printed outline is accompanied by a letter of directions:—

1. Consult Macaulay's England and Hallam's Constitutional History of England on the origin of *Whig* and *Tory*. Learn when modern party government took its rise in England. Trail's "Central Government" (English Citizen Series) is suggestive.

2. Show how and to what extent these English parties are represented by early American parties.

3. Consider how *parties* were represented in the Constitutional Convention of 1787.

4. Make a list of particular *party issues* between 1789 and 1800, indicating how the parties stood.

5. Study the following documents of the time: —
  - a. Jefferson's opinion on the Constitutionality of the Bank.
  - b. The same of Hamilton.
  - c. The Alien and Sedition Laws.
  - d. The Virginia and Kentucky Resolutions.
6. Examine the following as a criticism of our early political parties: "One was a party of political measures, the other a party of political principles."
7. For a test, write a brief review (four pages) of the influences which brought the Anti-federalists to power in 1800.

Each written lesson sent to the instructor is of about four pages of foolscap, and is returned with marginal comments and criticisms. These supplement and correct incomplete or mistaken conclusions, and by questions and suggestions show the student how to push on in his thinking, and stimulate him to do so. The individual work of the student is in this way brought under a closer and more thorough consideration than is possible in resident work in a large class. The student is urged to ask any questions suggested in his study or needed to make any point quite clear.

The elasticity of the work, both as to time and subject, is a great advantage. For those who have abundant time and access to a good working library, guidance is given with a view to training in careful original research. Those who must limit themselves to few books and an hour a day of reading, and are obliged to be more or less irregular even in that, are taught how to make the most of what they have, and are given directions which they can utilize in future study as opportunity may offer.

In the department of Political Economy, under Dr. Ely and his assistant, Mr. E. F. Strong, instructor in Racine College, are offered two courses,—a general course in political economy, and a second course in finance. These are conducted with the same wise planning, careful criti-

cism, and cordial help as the work in history, to which they form most delightful companion courses.

The teacher who "devotes herself to her work," in the common meaning of the phrase, comes unconsciously to adopt the pace of her pupils. This plan of work makes it possible for any teacher, by taking an hour a day for her own mental refreshing, to call her pupils on and up instead of plodding along at their side; and this is the wiser way of "devoting" her energies to their service.

The expense of tuition is merely nominal,—ten dollars for a year's course in any subject. Only home missionaries ever work at such rates; and in faithfulness, unselfishness, helpfulness, it is truly a missionary work for teachers and their children that the faculty of Chautauqua College are doing.

College calendars, with full information as to work and instructors in all departments, may be obtained from John H. Daniels, Ph.D., Drawer 194, Buffalo, N.Y.

S. L. BENNETT.

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### THE MOVEMENT IN UTAH TERRITORY.

WE are indebted to the *Desert Eagle* for information regarding the effort to provide for the instruction of the blind of the Territory of Utah, which has recently been set in motion and is earnestly advocated by Mr. Frank W. Metcalf, superintendent of the Utah School for the Deaf. In pursuance of this object the following petition was presented in both houses of the legislature on January 24, 1894:—

TO THE THIRTY-FIRST LEGISLATIVE ASSEMBLY OF THE TERRITORY OF UTAH:

*Gentlemen,*—The Utah Association of Charities and Corrections wish to respectfully call your attention to the condition of the blind children of our Territory, and ask that, if possible, some provision be made for their education.

Information gathered by members of our Association shows, that there are nearly seventy-five blind children of school age in Utah.

These are all growing up in ignorance, to become eventually, with few exceptions, a burden to the community in which they live.

The spirit of the age accords to every child an education, and none need it more than these unfortunates deprived of sight.

The little ones who, by reason of their affliction, are debarred the benefits of our public school system, are surely entitled to such a provision as will place them, as to the means of education, on an equality with more fortunate children.

If these children, whose lives must be passed in darkness, could appear before you and speak for themselves, their prayer would not be denied. If their parents could plead for them, the heart of every father who listened to them would respond.

In the neighboring states of California, Washington, and Colorado, the blind and deaf are educated under the same management. This plan is both economical and efficient. Our school for the deaf has sufficient room for one or more classes of blind children. The superintendent is familiar with the methods of educating the blind, and is willing to undertake the work.

We would therefore petition that a class for the blind be started in connection with the school for the deaf, and your memorialists will ever pray.

FRANK W. METCALF,  
*President.*  
CORNELIA PADDOCK,  
*Secretary.*

The substance of this petition was incorporated in a bill which was introduced into the House of Representatives, and by that body referred to the Committee on Education. It reads as follows:—

#### A BILL

##### *For an Act to provide for the Education of Blind Children.*

Be it enacted by the Governor and Legislative Assembly of the Territory of Utah:—

SECTION I.—In connection with the Utah School for the Deaf there is hereby established a School for the Blind.

SECT. II.—The School for the Blind shall be under the control of the same board, governed by the same officers, and subject to all the provisions of law governing the Utah School for the Deaf.

SECT. III.—It shall be the aim of the school to provide a practical education for the blind children of Utah who are of sound mind and body, and who, on account of want of sight or defective vision, are incapacitated for instruction in the common schools, and to instruct them in such mechanical arts and trades as will tend to enable them to become self-supporting and useful citizens.

SECT. IV.—The sum of \$2,000 per annum is hereby appropriated to provide for its maintenance.

SECT. V.—This act shall take effect on and after its approval by the governor.

Early in February superintendent Metcalf appeared before both the Council and House committees on education in advocacy of the bill. The press and public opinion, in harmony with the spirit of the petition, have favored the movement; and the bill has already received the signature of the governor, and become a law.

The enabling act now before the United States Senate for the admission of Utah as a State gives to the School for the Deaf one hundred thousand acres of land. The school is now indulging the hope that this land may be apportioned from the Indian reservations, which are about to be opened by the government for settlement; and, if so, it will be counted a generous endowment.

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## AT HOME AND ABROAD.

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### ALABAMA.

ACADEMY FOR THE BLIND, TALLADEGA.—Washington's birthday was celebrated in Miss Borden's class-room by an entertainment of an hour, which was a pleasant variation from the usual morning exercises. The "Chain of Dates" in the life of Washington was taken up by David King, who began,—

In seventeen hundred thirty-two,  
One February morn,  
In far-away Virginia,  
George Washington was born.

Other boys and girls followed until they had recalled eighteen of the most important periods of his life.

Longfellow's birthday was also commemorated. The reading of some of his poems and the recitation of quotations from his writings made the pupils wish they could thus celebrate the birthdays of other poets who had contributed as richly to our literature.

The girls have become much interested in their physical exercises, and some of them assemble for extra practice in their free time.

## CANADA.

ONTARIO INSTITUTION FOR THE BLIND, BRANTFORD.—The twenty-second report of this institution is at hand. No changes in the staff have occurred during the year, and the instruction in the various departments has proceeded smoothly. Satisfactory accounts of the recent graduates are given. Of four from the willow shop, one has already established himself with good prospects in Vancouver, B.C., two are seeking patronage in Toronto, and the fourth has not yet completed his arrangements and received his outfit. Three young men have graduated from the music department, one of whom is already installed as organist of a large congregation in the town where he resides, a second is in a piano factory, and the third is believed to have found profitable though temporary employment.

The report of a very careful examination of 132 pupils, made by Dr. A. B. Osborne, oculist, classifies the causes and indicates the degrees of blindness. From this it appears that 49.3 per cent. of the pupils were in absolute darkness, or, at most, had a slight perception of light only; 22 per cent. have one eye totally useless, while the other retains a degree of vision exercised with more or less pain and difficulty; and the remainder have a measurable degree of sight in both eyes.

## ENGLAND.

YORKSHIRE SCHOOL FOR THE BLIND.—In March, 1893, the Governors of the Yorkshire School for the Blind decided to open an industrial home for women at Scarborough. A large house and shop were secured, situated near the railway station and only three doors from the Pavilion Hotel. The building was carefully fitted up to accommodate about a dozen women; and on the afternoon of Feb. 5, 1894, the Industrial Home for Blind Women at Scarborough was formally opened, with appropriate ceremony. In the absence of his Worship, the Mayor, the institution was declared open by the ex-Mayor, Mr. John Dale, J.P. The Very Rev. the Dean of York made an address, in which he sketched graphically the history of the site occupied by the institution at York, and said that, while the Council had felt the need of a further extension of the premises, there were many reasons why this extension

should not be made in the city, and there were great advantages to be derived from opening the new department at Scarborough, where the climate was of a much more healthful and invigorating character, and where he hoped their business would considerably increase. The Dean paid a tribute to the valuable services of Mr. and Mrs. Buckle, whose affection and kindness to those under them had promoted the welfare and the harmonious working of the institution.

One of the objects in opening this home is to provide an additional market for the goods manufactured by the men, boys, and girls, to the number of about one hundred, for whom employment has been found. At the same time blind girls who have been left to their own devices after leaving the institution, and women who have never been received there, are enjoying the advantages of this scheme. The shop has been supplied with a stock of finely finished articles, including basket-work of all kinds, mats, brushes, and woollen articles. With goods of excellent quality and prices moderate, the promoters of this enterprise feel that they may anticipate success.

#### MISSISSIPPI.

JACKSON.—The last report of the Mississippi Institution for the Blind covers the biennial period 1892 and 1893. The list of pupils for this period includes thirty-eight names. The report of the superintendent, Dr. Fairly, speaks of the satisfactory and commendable progress made by the pupils in all their studies, and of the faithfulness of the teachers to the interests of those under their care.

Dr. Fairly mentions the convention at Brantford, which he attended in July, 1892, and the vote of the trustees of the American Printing House, by which the future work of that office is to be done in New York point. "This action," he says, "I considered a mistake. The New York point should be used as an auxiliary to the raised letters, but not to its utter exclusion."

In consequence of certain damaging publications made last year concerning this institution, his Excellency, J. M. Stone, Governor of the State, addressed letters to a considerable number of its patrons, asking for a frank statement concerning the name, sex, and age of the children or wards sent by them to this school, how long they have attended, how they have progressed in their studies, and how they have been treated, whether they were provided with proper food, required to bathe frequently, etc.



Their replies, as published in the appendix of the report, show that four-fifths of the writers are fully satisfied with the management of the school, and among the remaining fifth the worst complaint was that the food was badly cooked. After a patient hearing, the board of trustees fully exonerated Dr. and Mrs. Fairly.

## NEW YORK.

BUFFALO.—The Buffalo *Express* of February 11 contains a very long and ably written article, entitled "How New York State teaches her Blind," by Dr. F. Park Lewis. The article is abundantly illustrated, and its descriptions of the appliances and methods of teaching are interesting and instructive to the general reader. After touching upon blindness, in general, Dr. Lewis proceeds to treat of the number and condition of the blind of New York, thus leading up to a consideration of the duties of the State and the citizen. The duty of the State will be accomplished when it shall have provided suitable opportunities for acquiring instruction,—intellectual for the children, industrial for the adults. The citizens have two distinct obligations: first, that of preventing accessions to the number of the blind; and, second, that of devising some method of aiding the instructed blind to secure the work which they are capable of doing and willing to do. For the former, London has a society, with a membership extending throughout the world, which is occupied in studying the causes of blindness and the possibility of counteracting or removing them, in devising practical means for preventing the loss of sight, and in disseminating the definite results of these studies. Such an organization, Dr. Lewis thinks, should be formed in all the leading cities throughout the State, with branches in every town and village; and with this should be combined the admirable work of the Valentin Haüy Association, which, while furthering in every way the education and interests of the blind, adds also to its work that of educating the public to an appreciation of what the blind can do, and exciting that spirit of philanthropy which will gladly give employment to the blind workman whenever his work compares favorably with that of the sighted.

Dr. Lewis quotes from the twenty-fifth annual report of the trustees of the State Institution of the Blind, as follows: "Every adult keeps out a child that ought to be educated. For his own sake and for the protection of the State, we feel that the work cannot go on profitably under present conditions. Neither do we

consider it right to exclude healthy young men and women who ought to be learning trades. We must either cease to provide instruction for adults, or have suitable accommodations for them. . . . We ask an appropriation for the erection of a building in which our trades can be placed, and our present building devoted to its rightful purpose of a school for our blind youth of both sexes."

The article is a strong plea for educating the blind for self-support, and an equally strong presentation of the duty of the public to assist by giving their patronage.

#### PENNSYLVANIA.

PHILADELPHIA.—The sixty-first report of the Pennsylvania Institution for the Blind is of more than usual interest, because it supplies much valuable information concerning the methods and appliances used in that school, and the steady development of these methods along the lines of the general educational movement of the day.

In a large, sunny room, made brighter by plants and pictures and the songs of the canary whose cage hangs over the piano, is the kindergarten, where twenty-four little boys and girls assemble daily, under the care of two enthusiastic kindergartners. In the kindergarten spirit the work progresses through the various grades of the literary department, where all the special appliances needful to aid the fingers to supply sight are studiously made to serve their purpose with the closest possible analogy to the methods of the seeing. Take, for example, modelling, writing, and drawing, which now take such a prominent place in the work of the schools of to-day. The modelling is here just as carefully taught, the writing (in Braille) begins in the primary grade, and drawing itself is recognized as the regular part of the instruction. Prang's text-books are used,— "The Use of Models" and the "Teachers' Manual for the Primary Course of Instruction in Drawing." Cushions, with wires, pins, and brass-headed tacks, are the materials used in drawing by the little blind artists.

Much stress is laid upon writing and reading, the systems for which (as used here) are identical. The American Braille has been adopted because it is considered by Superintendent Allen to be the most comprehensive and practical system of tangible typography which has yet been devised.

It is hardly necessary to say that the music department is doing excellent work, when so fine a musician and excellent a teacher as

Mr. David D. Wood is at its head. The improvement in vocal music is shown by the more and more elaborate pieces undertaken and successfully performed in public, one of the latest being the "Benedictus qui venit" from Gounod's *Messe Solennelle*.

Physical culture has a prominent place in the course of training; and another very important feature of the recent work of this school is the great amount of printing which has been done since April, 1893. This has been an inestimable aid in supplying material for daily class work, in furnishing printed lists of questions for examinations, and in providing embossed literature for permanent use, not only for this, but also obtainable by other schools and by the blind in their own homes.

#### SOUTH CAROLINA.

SCHOOL FOR THE DEAF AND THE BLIND, CEDAR SPRING.—The department for the blind of this school has suffered from bad colds and *la grippe*, which have affected nearly all the pupils,—so says the *Palmetto Leaf*.

Professor Meares is training the pupils of the music department to greater ease and confidence by holding recitals every two weeks.

Miss Wright has a large class of boys who are working at bead-work, out of hours, so successfully that their teacher says, "They will soon be as skilful as the girls."

#### VIRGINIA.

STAUNTON.—The question of separating the schools for the deaf and the blind of this State has been agitated recently, and has aroused considerable comment from the press. Separate schools are certainly a *desideratum*, but the somewhat increased expenses which the change would create will probably continue to delay the accomplishment of this good work.

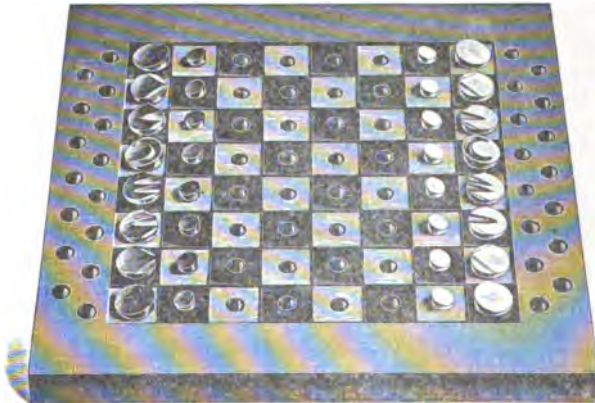
## EDITORIAL NOTES.

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To those who enjoy games the following description of a chess-board adapted to the use of the blind may be of interest :—

“The board is made with black fields slightly raised. The pieces and pawns are provided with stems to be received by holes in the centres of the fields, the stems being shaped so that they can enter only in one position. The fundamental form of pawns and pieces is that of round disks, the pawns being smaller than the pieces. The upper side of these disks is inclined, the direction of inclination furnishing the distinction of color. To distinguish the pieces, the corners are cut off or grooves are cut into them. The rook is the unmutilated disk. The knight has two corners taken off, so as to present one projecting point at the ridge of the “roof.” The bishop is produced by a groove which leaves two projecting points. The queen has two grooves, presenting three points; and the king is provided with a circular groove, thus presenting a circular ridge to the touch.”

The accompanying cut illustrates the design.



Some of these boards have been manufactured by Hugo Bilgram, corner of 12th and Noble Streets, Philadelphia, Pa. ; and persons desiring further information can write to that address. When

made singly or in small numbers, these boards are too costly to be put upon the market; but, if a large number were ordered, the price could be greatly reduced.

\* \* \*

We occasionally receive communications from anonymous correspondents on matters concerning the blind. We have previously called attention to this point, and asked that all communications should bear the name and post-office address of the writer, promising to withhold such from publication, if so desired. We now repeat this request; and we consider it a necessary guarantee of good faith on the part of the writer to show us, at least, this measure of confidence.

\* \* \*

IN the list of BRAILLE MUSIC given in our March number as recently PUBLISHED BY THE ILLINOIS INSTITUTION there were a few mistakes which we hasten to correct. The "Grand Chorus in D," for the organ, was the composition of Guilmant, not of Handel, as there given. The violin music was made up from an imperfect list, and has several errors. We therefore present a corrected list, with some very recent additions:—

#### VIOLIN SOLOS.

		No. pages.
De Beriot	7th Air Varied, Op. 15	7
Ernst	Morceau de Salon. Two Nocturnes	7
Gillet	Loin du Bal (with piano accompaniment)	5
Gillet	Entr'acte Gavotte	7
Lange	Flower Song	5
Schumann	Träumerei	4
Thome	Simple Aveu	6
Wieniawski	Kuiawiak (Polish National Dance)	6

We also append a supplementary catalogue of Braille music printed at the Illinois Institution since the list contained in our last number was prepared:—

#### PIANO MUSIC.

		No. pages.
Balmer	Pacific Schottische (Duet)	4
Beaumont	Berceuse. "Slumber Sweetly"	4
Bendel	Idylle, Op. 103	6
Birdermann	March, No. 8	1
Blakeslee	Let's be Gay	3
Blakeslee	May Party Dance	4
Blakeslee	Social Hop, Schottische	2

		No. pages.
Blumenthal	La Source	9
Bohm	Polacca Brillante, Op. 222	8
Chopin	Waltz, Op. 64, No. 1	3
Chopin	Waltz, Op. 34, No. 2	5
Heller	Tarantelle in A-flat	5
Jaell	Third Meditation	8
Kirchner	Album Leaf	3
Kullak	Scherzo	3
Lange	Dressed for the Ball	4
Lange	In Rank and File	3
Lange	Playfulness	3
Lange	The Beetle's Buzz	2
Latour	Over the Spray. Barcarolle	1
Lichner	"Mit Lust und Liebe"	4
Lysburg	The Thrashers	5
Meares	Glide Waltz	2
Meares	Golden Bells Waltz	2
Melnotte	Il Trovatore (Duet)	13
Merkel	In the Merry Month of May	6
Merkel	Pleasures of May	4
Merkel	Twilight, Op. 74	5
Meyer - Helmund	Tanzweise, Op. 28, No. 2	8
Morley	Mayflowers, Op. 91	1
Oesten	In the Spring, No. 1	2
Oesten	A Little Story, No. 2	2
Oesten	In the Summer, No. 5	2
Oesten	Rural Pleasures, No. 6	2
Schulhoff	Grand Valse Brillante in A-flat	8
Streabbog	Golden Stars (Four Easy Dances)	12
Von Weber	Polacca Brillante, Op. 72	9
Wely	Titania	5

Amusements Nos. 1 to 16 from Richardson's Piano Method.

Studies Nos. 1, 2, 3 from Richardson's Piano Method.

#### PIANO STUDIES.

Czerny	Op. 299, Nos. 9, 10, 11, 12, 13	
Czerny	Op. 849, Nos. 14, 15, 22	
Czerny	Op. 261, 101 Studies for the piano.	70

#### ORGAN MUSIC.

Salome	Grand Chorus	
Tours	Allegretto Grazioso in D	6

# THE MENTOR

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VOL. IV.

MAY, 1894.

No. 5

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## In Memoriam.

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MARTHA WILLARD SAWYER DIED IN BOSTON MARCH 22, 1894,  
AT THE AGE OF 52 YEARS, 11 MONTHS, AND 12 DAYS.

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MARTHA WILLARD SAWYER, the late editor of this magazine, was born in Dorchester, Mass., April 10, 1841. She was the youngest of four children, of whom but one, a brother, survives. Owing to the father's death, the duty of bringing up the young family devolved upon the mother,—a woman in whom was strongly implanted the New England spirit of industry and economy. Mrs. Sawyer was withal a woman of superior intelligence, strong convictions, and sturdy independence of character. In early childhood her daughter was taught both by precept and example to take care of herself, to work for others, and to consider idleness sin. Martha was a child of slender physique, and the appearance of extreme delicacy and fragility was scarcely lessened as she grew to womanhood. At the age of three years the little girl was entered as a pupil in one of the public schools, where she early developed that love of books and of study which continued through life. She advanced in regular order from one grade of school work to the next, and in the year 1860 she graduated from the high school in her native town. She possessed rare mental endowments; and, as a student, she displayed a spirit of ambition to excel in whatever she undertook to do, and also a talent for overcoming and mastering the difficulties that beset the scholar's pathway. The fact that she maintained a standing of one hundred

per cent. throughout the high school course shows both the spirit of perseverance and the mental capacity of this young student. Upon graduating from the high school, she became a teacher in the public schools; but the work did not prove to be congenial to her. This fact, together with the unfavorable effects produced by the strain upon a delicate nervous organization, rendered it necessary for her to seek a change of occupation.

In the year 1867 Miss Sawyer was employed by Dr. Edward Jarvis to assist him in compiling the vital statistics of the world. She seemed to have a special aptitude for the work, and performed it in such a manner as to win the cordial praise of her employer, as well as a hearty recommendation of her ability to his friend, Dr. Samuel G. Howe. Accordingly, when the statistics were finished, Miss Sawyer entered the office of the Perkins Institution and Massachusetts School for the Blind as the assistant book-keeper and clerk. It was here that she found, as she afterwards said, her first intimate friend (the writer of this article); and she gave herself to this attachment with that unstinted measure of devotion, which marked her friendships. At one time Dr. Howe, feeling that the institution could not afford to keep an additional clerk, had decided to dispense with Miss Sawyer's services. When his intention became known to her, she went to him privately, and asked to be allowed to remain without compensation, giving as a reason that the amount of work was so great that her friend could not do it alone. She was permitted to stay, but not without remuneration. Some years later Dr. Howe related this incident to the writer as an example of devotion.

At length the failing health of her mother required the loving and tender care which it becomes the pleasure of a daughter to bestow, and to this ministry Miss Sawyer was faithfully devoted during the two last years of her mother's life.

In the year 1873 Miss Sawyer became private secretary to Dr. F. J. Campbell, principal of the Royal Normal



College for the Blind in London, Eng., where she remained until 1877. During her summer vacations she travelled on the continent of Europe, and by this means gratified a longing desire to see the treasures of the old world. In her letters to friends at home she described many of the places she visited; and the accounts were so interesting and so full as to show both the keenness of her powers of observation and the extent and variety of the information she gathered.

While she was engaged in the discharge of her duties as secretary at the college, her health failed, and she went to France for rest. There she spent several months; but, as the desired end was not attained by this change, she decided to leave England and to return to her native land.

In the following year Miss Sawyer entered upon the work of the Associated Charities of Boston. This field of labor helped to bring out the tenderest as well as the noblest qualities of her womanly nature. The brightness and cheerfulness which she carried into the homes of poverty and distress, the ready sympathy which she gave to the afflicted and to the suffering, made her a real friend to the poor.

After some years devoted to this service she resumed clerical work; and Professor Asa Gray, of the botanical department of Harvard College, employed her as an amanuensis. Later she assisted Dr. H. P. Bowditch in compiling statistics on the height and weight of school children, Dr. C. H. Minot in the preparation of a work on the growth of animals, Mr. C. D. Wright in tabulating statistics for the census of the State of Massachusetts, and finally she was employed by Mr. Thomas F. Temple, registrar of deeds. Her penmanship was as plain as print, every letter rounded and complete, and yet she wrote rapidly. She seemed to possess the power to conquer physical weakness and disability. The strain produced by constant writing caused aneurism in the wrist. This misfortune was a serious one; but, instead of being daunted by it, Miss Sawyer undertook to overcome it by learning to write with her left hand.

In the year 1887 the service of an additional clerk was needed in the office of the Perkins Institution and Massachusetts School for the Blind; and at the request of Mr. M. Anagnos, the director of the institution, Miss Sawyer was engaged for the position, and entered once more upon the duties with which she was already familiar. The previous years of training and experience in this and similar work rendered her an efficient and invaluable assistant to Mr. Anagnos; while her knowledge of the needs of the blind enabled her to be helpful to others, and her advice and counsel were prized in every department of the school.

Three years later the alumni of the Perkins Institution decided to publish a periodical in the interests of the blind. Miss Sawyer's well-known literary ability, together with other qualifications for the work, induced those who had the immediate charge of the enterprise to solicit her assistance, and to ask her to become the editor of the magazine. From a sense of modesty she declined to allow her name to appear in this connection; but she gladly took up the work, and prosecuted it with untiring devotion. The readers of *The Mentor* know the full measure of success which attended her efforts. Miss Sawyer saw possibilities of giving help to the sightless all over the world through the pages of this periodical; and she aimed to bring distant countries into communication with her own by publishing articles relating to the new methods of work, and by calling attention to inventions and appliances designed for the use of the blind. She lived to know that Japan and China were seeking for information, and that schools in these countries were introducing appliances of which they had learned through the pages of *The Mentor*. At length Miss Sawyer found that she must relinquish either the work of the institution or that of the *The Mentor*. She concluded she could do more for the blind by giving up her situation, although this necessitated leaving a pleasant and lucrative position. Her friends, knowing that this course would bring her face to face with many difficulties and privations,

tried to dissuade her from taking it; but her decision was final. "Love was duty, and duty was law"; and, the greater the discouragements with which she met, the more determined she seemed to rise above them. She never swerved from the path which she considered right, and no sacrifice was too great for her to make for any cherished friend or cause. Her unselfishness and her patient and persistent efforts in behalf of others are known only to those who were most intimately acquainted with her. Her fidelity to principle, loyalty to her convictions, and utter disregard to criticism when she felt she was in the right, together with her love for the true and the beautiful, were marked qualities in her character.

Her death came suddenly, but "her house was in order"; and, as a friend wrote, "How ripe she was for the blessed transfer!" Her gentle voice is hushed, her true heart is stilled; but the end she sought must be accomplished, not perhaps as she had planned for it, but in God's own time and way.

We thank him that such a dear and beloved presence has dwelt with us, for her life was an inspiration to all who knew her.

ISABELLA M. KNOWLTON.

---

M. W. S.

It comes to us a soothing strain,  
Brave and "faithful unto the last!"  
Beyond the mystery of pain,  
Her true and noble life-work past.

Where the morning knows no night,  
Up through the golden portal,  
Out from the darkness into light,  
Entered her soul immortal.

Father, from the gladness of thy home,  
Where perfect peace and joy are thine,  
May her pure spirit ever come,  
To help us fathom Love divine!

S. A. S.

## MARTHA WILLARD SAWYER.

What good I see I humbly seek to do,  
And live obedient to the law, in trust  
That what will come, and must come, shall come well.

*Sir Edwin Arnold.*

While I was searching for a concise expression, which should in some degree describe the life and character of the dear friend in whose memory I write, the above lines of the distinguished author of *The Light of Asia* came to my thoughts as eminently appropriate.

A close acquaintance of more than twenty-five years enables me to say, that Miss Sawyer was a woman of no ordinary mold. In many respects her gifts of head and heart were of a high order. She combined in a remarkable way grasp of intelligence with clearness of insight, patience with self-abnegation, unremitting industry with endurance, frankness with courtesy, simple manners with noble ideals, conscience with generosity. Her capacity for work and her ability as an organizer of new undertakings were unsurpassed. She was invariably helpful to those who were in need of her assistance. Her wise counsel, her correct judgment, her exact fulfilment of duty in every detail, and her regard for her associates made her an invaluable worker and an example for all to imitate.

Those who came in contact with Miss Sawyer were deeply impressed with a sense of her mental superiority, her moral worth, and her gracious, womanly qualities. Her absolute sincerity in word and deed, her exemplary devotion to her friends, her intention to be strictly impartial in every question of justice, and her loyalty to truth have won for her the respect and admiration of those who knew her. With her truth was above all price. She loved it, incorporated it into life, and was ever ready to bear arms and fight for its sake. Her wrath flamed out against nothing as it did against falsehood, hypocrisy, pretence, and sham.

Her words were truly heralds to her mind.

Although decided in her views and firm in her opinions, Miss Sawyer was invariably complaisant and deferential to those of others. She was very quiet in her demeanor, and so simple and natural in her tastes, that the demands of silly fashion were treated by her with Puritanic austerity and perfect contempt. To measured praise and to sincere expressions of appreciation of her efforts she was not insensible, nor did she fail to value wisely the smiles of her fellow-travellers along the way of life; but at the same time she knew how to do without these, and not to miss them greatly. A firmness of will and an established habit of self-control and self-direction were most prominent characteristics in her; and it seemed as if her main reliance and the "best support she had was her own backbone."

Miss Sawyer was high-minded and strictly true and honorable in all her relations. She was faithful to the core; and she attended to her duties, as chief clerk of the Perkins Institution for many years, with unparalleled thoroughness, and with an assiduity which was truly marvellous. Ever actively interested in whatever concerned the amelioration of the condition of the blind, she spared neither time nor strength to promote their welfare; while her long and intimate familiarity with the practical workings of the establishment created a fund of experience as rare as it was valuable.

During the latter part of her life Miss Sawyer became deeply interested in *The Mentor*, and formed a high opinion of its usefulness. Indeed, she was so strongly convinced of the potency of its influence and the beneficence of its mission that, when she found out that the continuance and success of the magazine could not be secured without great personal sacrifices, she did not hesitate to make these. As a consequence, she gave up a lucrative position, in order to devote herself exclusively to the management of the new enterprise, with hardly any prospect of ever receiving even a very moderate compensation for her services.

Miss Sawyer's highest ambition was to contribute her full share to the happiness and prosperity of the blind. To her this was the dearest satisfaction life could afford. Never selfish, always thoughtful and generous, she has, through the example of a personality true and genuine, exerted over many an individual an influence for good which cannot be told, and which time cannot efface.

Though the earthly career of this noble woman was closed a month ago, her memory will be lovingly cherished by her friends and co-workers for years to come, and her name will be added to the list of worthy persons, who devoted their energies and the best part of their lives to the advancement of the cause of the blind.

To live in hearts we leave behind  
Is not to die.

M. ANAGNOS.

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IN MEMORY OF MISS M. W. SAWYER.

The willing feet and busy hands so steady  
Have run their course, and laid the task away :  
The cheerful spirit e'er for duty ready  
Hath helped, and still will help us every day.

We who have known her bless her and the Giver,  
For earth is made the richer by such lives ;  
And, when these loved ones cross death's mighty river,  
Something immortal here with us survives.

F. M. HAWES.

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A FRIEND'S TRIBUTE.

A fair flower has been plucked from the garden of humanity; but the fragrance, like a sweet and holy perfume, lingers still.

A bright star has suddenly been withdrawn from our sky, but it has left a golden radiance behind. A noble life has ended: the living, breathing, speaking presence of our friend is with us no more; but there remains a precious legacy of sacred memories,—of looks, of voice, of words, of deeds. Of these death cannot rob us.

It was not my privilege to know Miss Sawyer face to face. We never met save as soul meets soul and heart touches heart in the interchange of written thoughts; for it was by her letters that I learned to know and love her. Not that she spoke often of herself,—for modesty and self-forgetfulness were chief elements in her character: it was always of others. The good of those for whom she had labored so long and faithfully was ever uppermost; yet every line bore the impress of her own gentle, refined, sympathetic nature, actuated by pure motives and lofty purposes. To me she brought comfort and inspiration, and my life will ever be richer for having known her.

We deem those worthy of honor who, even when receiving compensation, bring to their work real interest and devotion. But Miss Sawyer and her co-workers have given to the cause of the blind their best efforts, with no reward but the gratitude of a few comparatively and the good which they could do. She did not even seek honor, as her name did not so much as appear in connection with the work.

Her last letter to me, written about a month before her death, was full of courage, enthusiasm, and plans for the future.

Surely, such unselfish devotion must awaken in all our hearts the deepest gratitude; and it seems most fitting that we bring our tribute of loving words and all too feeble praise and lay them on the shrine of *The Mentor*,—*The Mentor*, which was so dear to her heart, and to which she gave her last work.

And, while we sorrow for her as for one whose place can never be filled, let us strive to emulate her example, to follow in her footsteps, to live for others, not for self.

Only thus can we truly do honor to her memory and make her influence immortal; for

No life can be pure in its purpose and strong in its strife,  
And not all life be purer and stronger thereby.

ADELIA M. HOYT.

*Des Moines, Ia.*

## TRIBUTE TO MISS SAWYER.

What peculiar sadness lies in the reality that we are brought to the moment of a memorial tribute to our dear friend! By the death of Miss Sawyer a sore bereavement has fallen, not alone to her circle of friends, but to the great cause to which she gave the noble devotion of her life.

Words are not at my command by which I can even feebly express my personal esteem and admiration of her character, as it was revealed to me through our entire acquaintance, in its deepest and truest phase,—that of her life-work. I first met her when she paid me a visit to ascertain the condition and the needs of a little blind boy. Our last hand-clasp was above the head of another of these children, whose affection for her has been most touching. He was drawn to her when they first met, and for weeks this baby-boy talked of her. This was a spontaneous and enduring affection, not bought, but won, by the gentleness of her voice and the touch of her exquisite hand.

My own happy though all too brief a friendship with her has been a revelation of how great a variety of merits may be combined in one beautiful character. The sum of her qualifications, as far as I am capable of analyzing them, were all virtues, and virtues of the highest type. Integrity, in its broadest sense; steadfastness of purpose; a nature capable of the tenderest humanity; loyalty to friendship; a gentle and affectionate disposition; a presence delicately reserved, yet glowing with kindness and sympathy,—these were a few of the attributes which formed a background to a clear and strong intellect, all being hallowed by the Christian spirit. Though I never look for perfection of character, yet, if this dear friend had a fault or eccentricity, I did not discover it. As an adviser, in which relation she especially stood to me, she inspired one with the utmost confidence in her judgment by reason of her long and zealous experience; and she gen-



erously showered the gold-dust of her richly stored mind upon our path.

The loss which her beloved work and *The Mentor* have sustained in her death is irreparable; but, surely, Miss Sawyer has left to us a rich legacy and an inspiring memory.

EMILY WELLS FOSTER.

Hartford, Conn.

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## THE ROYAL ASYLUM AND SCHOOL FOR THE BLIND, EDINBURGH.

THE one hundredth annual meeting of the subscribers and friends of this institution was held on Monday, the 12th, and Friday, the 16th, of February, 1894, when the annual report by the directors was received, and showed the institution to be in a most prosperous condition both as an educational and as a commercial establishment.

This School for the Blind, the oldest but one in Great Britain, if not in the world, was founded by Dr. Johnston, a minister of North Leith, in 1793, having for its objects: (1) to give education and industrial training to the juvenile blind; (2) to provide employment for adult blind men and women; (3) to supplement their earnings, supply clothing, and aid them in sickness and old age. As it prospered and increased in size and usefulness, its premises were first in one part of the city and then another, until now it consists of three distinct branches, namely: (1) a commodious and beautiful sale-room in Nicolson street, with extensive factories behind, giving employment to one hundred and fifty blind men and women, in basket, brush, and mattress making, and sack, matting, and mat weaving, etc.; (2) a large bedding factory, with cleaning and disinfecting establishment situated at Abbeyhill.

During the last thirty years, under the able management and enthusiastic conduct of Mr. W. Martin, a gentleman whose name is a household word in almost every institu-

found their way to the Huntoon family; and sometimes, when he could get away from his work, he accompanied Hetty to such places, leaving Philip to walk with Mrs. Conan.

The first balmy days found Philip making his old rounds, picking up here and there whatever he thought might please the autocrats of the *Morning Mirror*. But he did not give his whole time to it, as he had done on coming to the city. He reserved many hours for literary composition. He was beginning to feel that, after all, literature was his true vocation.

Thus the spring slipped by, and the early summer. His earnings frequently rose to twenty-five and thirty dollars a month. Ten or fifteen of this came from the *Mirror*, and the remainder from the sale of stories and poems. More than once he had the pleasure of knowing that his contributions received notice in the *Mirror's* literary columns; and more than once, too, the peculiar wording of these notices made him think Talcott their author. But they were pleasant, nevertheless; and he hoped they would make his name better known to the world of readers.

One evening Julian came hurriedly into Philip's room.

"I've a place for you, Conan!" was his exultant exclamation. "That is, if you're willing to crowd down your pride a little and climb up over another man's shoulders. Bagnall, who has been helping me, is to quit. No one else knows it, for he told me in confidence; and I made arrangements with him for you to take his place to-night on trial. What do you say? If you fill it all right, I'm sure you can get the job."

Philip's brain whirled under the influence of sudden and conflicting emotions.

"What shall I have to do?" he tremblingly questioned.

"Just this. You know I've been 'receiving' despatches. I 'receive' the Associated Press; and Bagnall's been 'doing' the special telegraphic correspondence. All you'll have to do — which will be enough, though, I assure you — will be to take from the wires the special de-

spatches, and write them out on a typewriter as they come. You can do that, I'm sure. There'll be no 'sending' of news. It's my business to attend to that."

"I'll try it!" said Philip, fired with sudden determination. "I've always said I could 'receive' messages as well as any operator; and so I can and will!"

Two hours later Talcott introduced him to his new field of labor. Seated before a typewriter, with the click of telegraph sounders dinning his ears and the noise of tramping feet and shouting voices making chaos, he was forced to give his attention strictly to the work, to do anything. Talcott was seated at his right, only a few feet away.

"Two prominent men drowned. How many words do you want?" came from Cincinnati.

Philip leaned over, and asked Talcott what he should do.

"Tear off the question, give it to the messenger boy, and tell him to take it to the night editor," Talcott shouted back.

In a few minutes the boy returned with the night editor's reply, written on a slip of paper. The boy read it to Philip, who flashed it to the inquiring correspondent.

This was the most troublesome and dependent part of the work; but the boy was bright, and willing to assist.

"Mine horror. Ten lives lost. How much?" came from Coalville.

"Trains telescoped on the Reading. Cars on fire. Many dead and hurt. Do you want full report?"

Thus it went. The reports began to pour in from near and far. The account of the railway disaster filled a column. An explosion of tanks in the Pennsylvania oil regions furnished another column. Philip's head began to ache, and his fingers to tire; but still they came, special after special, till the horrors of the whole world seemed suddenly dumped on him.

When it was all over, and with Talcott he walked from the room in the hours of the early morning, wearier than he had been for many a week, Talcott whispered:—

"Conan, you did fine! I took a peep at some of your 'copy.' There were mistakes enough in it to scare you, but you got everything down. The copy-editor will straighten out the bungled words. He has to read lots of worse stuff than that!"

Through Talcott's influence Philip got the place. Habit makes all things easy, and within a month Philip found that each day's labor left him sufficient time and energy for more or less original composition. He attempted editorial leaders, as well as stories and poems. The acceptance of what he wrote seemed not to matter so much now that he had a fixed income, and with this feeling there came greater ease and smoother diction. Some things were taken and paid for by the *Mirror*, and by various periodicals. Many more, though, failed utterly to achieve the dignity of print.

All that was more than seven years ago. Now the arrows that Philip Conan hurls constantly into the dark find targets with ever-increasing frequency. He no longer "receives" specials, but writes much editorial matter for the *Mirror*, and contributes with considerable regularity to several well-known papers and magazines. He feels that, though he may never possess a great name in the world of letters, he will always be able, if health and strength serve him, to earn an independent support by the labors of his pen.

Julian Talcott is at present the *Mirror's* city editor, and Philip Conan's ardent admirer and friend; and Julian is also — perhaps the reader has guessed it — Hetty's husband.

JOHN H. WHITSON.

## HOW I PASSED THE LONDON MATRICULATION EXAMINATION.

As I believe that I am the first blind student who has passed the matriculation examination at the London University, perhaps readers of *The Mentor* may be interested to know what were the difficulties met with and what were the methods employed during my course of study.

The examinations of the London University are far and away the stiffest of any in this country. From start to finish—from the first bout for matriculation to the last pull for the final with honors—there is nothing to compare with them, stage for stage, in our whole academic life, either as regards the scope of their requirements or the amount of grind it takes out of a man to get through them. The reason for this state of things is not hard to find. London University demands no residence qualification from its students. It does not even require them to attend a single tutorial or professorial class. It is, in fact, nothing but a big examining board, with a charter for giving degrees. It has about it none of that humanizing atmosphere of culture and refinement that to English ears breathes in the very names of Oxford and Cambridge; nor can it offer any of the thousand and one educative influences of the old collegiate life, which still in the minds of many men make up the true worth of a university training. And so, in default of other prestige, the governors have sought, by the maintenance of a high intellectual status, to insure that its honors shall in themselves be worth having and worth striving for.

From all this it may be easily imagined that, when it came to be known, some two years ago, that a blind student at the Royal Normal College was being prepared for matriculation at London, warning voices were raised on

every side. Our principal was told in so many words that, if he wanted university honors for his pupils, he had better look for them elsewhere. It was said that he had successfully carried his students through many a difficult enterprise, but that he was perhaps going just a little too far in tackling the London curriculum. No whit dismayed, however, by such sinister forebodings, Dr. Campbell took up the work of preparation with all his wonted energy; and last July we had the satisfaction of knowing that the ordeal had been successfully passed, and that the matriculation of a blind student at the London University was an accomplished fact.

In speaking of the difficulty of this examination, it must be clearly understood that I am comparing it only with examinations of the same stage in other universities. I am quite aware that work infinitely more arduous has been done by blind students, both in this country and in America. All that we claim for the Royal Normal College is that by this latest success it has broken fresh ground in the university education of our class, that it has sent up a student to an examination which blind people had always fought shy of, and that it has brought him through with flying colors.

The programme of the examination seems to have been drawn up with the express view of counteracting that tendency to run into mental grooves, which is one of the most noticeable features of our modern education. It consists of nine separate papers arranged in the following order: (1) A Latin author; (2) Latin grammar and composition; (3) French grammar and translation; (4) Arithmetic and algebra; (5) Geometry; (6) Chemistry; (7) Grammar and history of English language; (8) History of England; (9) Mechanics and hydrostatics. For answering each of these papers the set time is three hours, except in the case of the two Latin papers, for each of which the time allowed is only two hours. Starting on Monday at two in the afternoon, the examination runs on till noon on the following Friday, so that I think it will

be conceded that, at least for candidates who are strangers to the ways of examinations, it constitutes a fairly stiff week's work.

Coming to speak more particularly of my own experience, let me say at once that my studies were throughout not only under the personal supervision of Dr. Campbell himself, but were also directed by two of the very ablest tutors that could have been procured, and that it is to the patient, painstaking exertions of these gentlemen, and to the help ungrudgingly given by the entire teaching staff of the college, as well as by outside friends interested in its welfare, that I owe my ultimate success. Indeed, looking back on it all now, and reckoning up the many different agencies at work on my behalf, I confess that to me it does not seem nearly so wonderful that I passed my examination as it would have been, had I failed.

It is perhaps needless for me to say that, in preparing for such an examination, the entire available stock of Braille books proved altogether inadequate, and that, in the case of almost every one of the subjects, the services of a reader were called into requisition. Thus, to begin with the Latin, as standing first on the list, the books set for the examination were Cicero's "*Pro Archia*" and "*De Senectute*." Now, to emboss the Latin texts themselves was a very simple matter; but for almost everything else, for mastering Professor Reid's voluminous notes, for getting up the historical and biographical matter, and for that knowledge of all the finer shades of meaning which is only acquired by the constant use of a good dictionary,—for all these I had to trust to my tutors and to my readers. And here let me remark, in passing, that, while I recognize Braille to be almost, if not entirely, indispensable to a blind student, I believe that, especially in the study of Latin, any attempt on my part to have got along, trusting merely to the booklets, summaries, and abridgments,—which, after all, are the utmost we can expect from our dear old system,—would have been fatal to the attainment of that all-round fulness of grasp which is at once the

mark of good scholarship and the secret of success in the examination-room.

The Latin grammar and composition work calls for no special mention, unless it be to remark that, before presenting myself at the university, I had worked through some dozen papers on this subject, all of which had been set at the London matriculation in previous years, and that in this way I had become to a considerable extent familiarized with the pitfalls and snares, which those wicked examiners lay for the unwary.

As to the French grammar and translation, I may safely say that it never cost me a serious thought. My French was always fairly good, and that, by a happy coincidence, our own professor at the college, M. Esclangyon, held the post of chief French examiner to the university. And, by another coincidence, which surely was equally happy, one of the pieces given me to translate on the day of the examination turned out to be part of a theatrical notice I had stumbled across in the *Figaro* some months before. Reverting again to the subject of Braille, I would point out that the collection of books it can offer for the study of the French language is exceptionally good. Dictionaries, of course, are out of the question; but, with the excellent series of beginners' books sent out by the "British and Foreign," supplemented by the grammars and standard works of the Paris press, the course may be said to be almost perfect. To an Englishman this useful combination of English and French Braille looks like a very strong argument in favor of international uniformity of system; but let that pass.

Arithmetic and algebra come next; and I hasten to change my tone of airy indifference to one of awful seriousness, as I think on how that paper all but floored me. How well I recall the feeling of blank hopelessness with which I emerged from that three hours' crusher! I cannot say that I was particularly weak in mathematics,—my tutor, at least, did not think so; nor were the problems that day more than usually difficult,—as far as I remem-



ber, it seemed to be quite an average paper. But the time limit proved too much for me,—rather, I should say, it proved too little for me. When it comes to be a question of speed, our mathematical appliances are sadly at fault. I had always felt that, even in arithmetic, our type-board was but a poor substitute for the slate or the paper and pencil, and that, when it came to the algebra board, with its two distinct sets of types, the disparity was even more noticeable. But I never realized to the full how miserably inadequate our cumbersome makeshifts are until I sat through that sultry summer afternoon, battling with those refractory types, and listening to the inexorable tick of the clock, that seemed in the oppressive stillness of the room to sound out pitilessly clear and distinct.

Naturally, the impossibility of working with it at anything like a high rate of speed was, under the circumstances, the objection to the type-board which struck me most forcibly at the time; but, from an educational point of view, it possesses a far more serious defect. While it writes the figures and the elementary signs, it has no provision for indicating lines, letters, or words, and consequently compels the student to trust entirely to his memory for processes, relations, and dimensions, as well as for the wording of statements and solutions. In the opinion of teachers of the blind to whom I have spoken on the subject, this fact is not only responsible for a great deal of inconvenience and waste of time in the class-room, but, what is worse, it tends to lead the pupil into irregular and slipshod ways of working, and thus greatly detracts from the value of the study of arithmetic as a training in precision of mental habit. Let any one who doubts the truth of this observation set a seeing and a blind child to work on the same problem; and, when both have finished, let him carefully compare the slate of the one with the type-board of the other.

A matter like this of form and arrangement is certain not to appear of much importance to the older set of blind people, most of whom have had in their time to put up

with contrivances far more rude and imperfect than the arithmetic board of to-day; but it is a matter with the importance of which I am every day more and more impressed. The education of the blind of the future will, if in nothing else, be superior to that of their forerunners, in that it will be more methodical and exact; and it is solely with the desire of hastening on this "good time coming" that I have ventured to point out where, in my opinion, our existing appliances could with advantage be superseded or improved.

A. PEARSON.

*Edinburgh, Scotland.*

*(To be continued.)*

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### OTHER PEOPLE'S EYES.

WHILE it is generally best to do everything we can with our own hands, it is important to know how to use other people's eyes. The world was made for the seeing; and we cannot afford to ignore the beauties that appeal to the eye, or lose the advantages that naturally come through sight. To have always an intelligent and sympathetic attendant would make us mere parasites. Besides, only a millionaire could afford such a luxury. What we want is a pair of eyes that we can use occasionally, and then pack away, as the astronomer does his telescope. He does not expect it to arrange his study hours or choose the companions of his night watch. I fancy him saying to the instrument: "You just look the way I point you, and show me what you see; and I'll manage the rest." The great lenses are indispensable to supplement his limited vision, but the intelligence and action are his own. "There is plenty of unused sight lying around," seems likely to become a proverb. This sight we must utilize, and how to get the maximum of benefit with the minimum of obligation is the theme of this paper.

If intelligence without sight is hampered, sight without

intelligence is absolutely worthless. The idiot sees, and yet sees not. By far the greater part of this comparatively unused sight belongs to animals, little children, and ignorant adults. A horse or dog may give warning of a rocky precipice, seeing nothing of the geological wonders there exposed. A child can tell colors accurately, without understanding the prism or the chemistry of dyeing. The fisherman can see a storm gathering, though he cannot explain the barometer. If we could look through any of these eyes, we should see much more than their owners. The nearest approach to this would be a connection between the said eyes and our brains, and power to operate at will. Such a connection would be a chain of two links,—a reasonable degree of comprehension behind the eyes and some sort of intelligible speech. Anything superior is useless, if it cannot be used.

I once spent a winter and spring in the country with an amateur artist. We drove out every day, and yet she never favored me with a description of the scenery. To me the opening spring was only a warmer winter, with all the barrenness left. One day an ill-natured, five-year-old girl was walking out with me, and suddenly exclaimed: "Hello! Blackbird on a post!" So I had one glimpse. A maid who once attended me in a business round among the wealthy women of our city had but one description for every parlor, "She's fixed lovely!" And, when she declared that the convicts looked pretty in their stripes, I had no more use for her descriptive powers.

A child will often give a vivid and poetic description, when a cultured adult will be cold and literal. I once took my little nephew to a Theodore Thomas concert, and sat in the highest gallery. Quite carried away by the "Midsummer-Night's Dream," he commented thus: "The men looked like little bits of things, so far down. And their evening suits were so black and so white, and their diamonds flashed; and they were fiddling for all they were worth. And, really, they looked like the fairies themselves." When I used to take my little daughter to a

reading or concert, I was careful to secure a seat which allowed a full view of the stage; and, while the fair performer was stepping into position, I was sure to hear something like this, "Peacock-blue silk, trimmed with Spanish lace, white slippers." An hour spent with the child in a picture gallery, before she learned the art of criticism, gave me a pleasure that I had deemed unattainable. There are three ways of describing a picture:—

First: "Oh! Ah! How lovely! I wish you could see it!"

Second: "Pretty girl in a pink dress, standing on the stairs."

Third: "A *Senorita* descending a winding stairway. Rich complexion, heightened by pink dress; purple shadows in the black braided hair; eyelids drooping; poise perfect. She is actually walking, and she is thinking of what she is going to say to somebody in the drawing-room."

Everybody knows that foliage is green and water bright; but everybody cannot see the blending shades of green or the rainbow tints in a bubble in his drinking-glass. To train other people's eyes is a work of benevolence.

I once had the pleasure of seeing (indirectly) a battle waged between two armies of ants, the field being a dinner-plate. Again, when lunching with some friends in a grove, I became intensely interested in the efforts of these little creatures to carry off our crumbs. Their alternate pushing and dragging of the heavy loads up an inclined log, their despatches for assistance, and their explanations and orders given through their feelers were delightful to see, even through other people's eyes. In reading a description of scenery, it is well to pause and allow time for the picture to print itself on the mental retina.

But the practical question is how to get the help we must have without paying for superfluous time, or, perhaps, how to get eyes without paying for brains. Again, let me remark that children are usually the most available.

One that is bright and trusty can be trained in the use of secret signals which will prevent much embarrassment. An invisible pinch informs you that the clerk behind the counter is ready to wait on you, or that the stranger who answers your ring is possibly the lady of the house. Right here I pause to give an opportunity for any one who can to tell how our guide can warn us in time to return a bow in the street, we not knowing where the bower is.

In learning from ink-print, anything which is to be remembered accurately, or used for reference, should be copied in tangible writing. By this we avoid the undignified exercise of chanting the lesson over and over, also the expense of having the reader go over the ground several times. An illiterate boy, for the consideration of a penny, may enable us to transcribe a poem or scientific extract. He will have to spell the hard words, and may call an interrogation-point a button-hook; but the result will be as good as if the author himself had been the reader. In referring to the dictionary, it is better to give out the word letter by letter; and even then we may have to turn the leaves ourselves. If the pronunciation is desired, great care must be used, or we shall be misled. It is safer to know the signs ourselves. The same boy can act as amanuensis in an emergency, provided we can dictate the spelling, punctuation, and capitals. Moreover, he will stick a stamp the way he is told, when perhaps his father would do it in a way to make us ashamed of the letter. As soon as a child can read the Roman letters, he can tell where the hands of the clock are pointing. We ourselves can make the calculation.

Some years ago the necessity of a systematic study of the Bible confronted me. I borrowed Hitchcock's "Analysis," but soon realized that even one superficial reading of the great book was beyond my reach; and, were it not, I should remember very little. Accuracy and an understanding of the abbreviations used were all that was required to read the references, and I could study the passages in my embossed Bible. But to have a reader one

minute out of every five was not to be thought of. So I wrote references half an hour before my little reader went to school, and studied the passages through the day. These Braille sheets I bound in twenty-seven volumes, corresponding to the books of the "Analysis." And now, when occasion requires, I can find every text pertaining to a given topic, without the slightest help. In the same way I provided myself with a "Bible Chronology," which has proved valuable. Once, when separated from my Bible and papers, and obliged to use a certain text, I asked my hostess to find it; and, actually, I had to turn the leaves.

If I am to teach a child a lesson in spelling or anything else, I first write it off as he reads. In all such cases, we may be sure that our assistant is benefited, though he perhaps does not appreciate the fact. It is a good plan to keep our tablet and style at hand, and jot down whatever requires investigation, so that, when sight is at our service, not a moment need be lost. It is to be hoped that the Hall Braille-writer, by saving the time of a reader, will enable us to copy much more for individual use.

Last summer our church was thoroughly renovated. Entering it the first time after the change, my daughter gave me, between the door and the first pew, a vivid description of the color and optical effect of the fresco and the design and various tints of the stained glass. As I walked up the aisle with an usher, he remarked, "I suppose you haven't the slightest idea how the church looks!" I replied, with more confidence than patience, "I know exactly how it looks."

CLARA B. ALDRICH.

## THE VALUE OF THE BRAILLE MUSICAL NOTATION TO THE BLIND.

No change in the methods of teaching music to the blind during the last decade has equalled the increasing introduction and use by blind pupils of embossed music. If the full history of this movement is ever written, it will be shown that it has had to face the opposition of many of the directors and teachers, blind and seeing alike, and also that of many of the pupils, who were loath to try any other method of acquiring music except that of dictation. Introduced, tentatively, for writing single vocal or instrumental parts, the Braille system of musical notation at once demonstrated its utility; and, as increased demands were made upon it in the direction of music of more difficulty, it proved itself abundantly adequate to satisfy them. Thus there was given to the blind musician a new hope, which was no less than that, by reliance on his own unaided resources, he might prepare his lesson for his teacher, and fit himself to meet his pupils when he, in turn, should assume the responsibilities of teaching. The immense value of this thought, both in a pedagogical sense and as a mental uplift and exhilaration, can readily be seen. Once grasped, it spread throughout the institutions in this and other countries, until everywhere the demand for more Braille music was heard. How this call has been answered is shown in part by the list of embossed music printed mostly within a year, which was given in the *March Mentor*. With the increased demand have come increased resources for producing it; and it would seem that the advocates of the system could now lay aside their weapons of offence and defence, and devote themselves to the matter of giving their pupils systematic instruction in the use of that which will prove of such value to them.

Amid this general unanimity there comes to us from

New South Wales a voice to show that our work is not entirely past the missionary stage. To read Mr. Barnett's report is to be carried back several years, and to hear repeated the words of those who were then but partial believers in the cause they now openly espouse. It begins by stating what it calls the limitations of the Braille system of notation as compared with the literary system. The writer says that "the Braille system does not and cannot permit music . . . to be written as performed." The expression "written as performed" is not entirely clear. If by it is meant that the music is inaccurately or inadequately represented, we shall feel obliged to take issue with the writer at once. On the experience of many users, we assert that the difference between the embossed and the ink-printed page of music is not one of accuracy or fulness, but merely one of length of time required for reading. While by no means the most accurate of the senses, sight furnishes us the quickest means of acquiring knowledge. But in the study of music speed is of less consequence than accuracy. The blind reader of literature is constantly hampered by the fact that he reads so slowly. Not so, or at least not to so great a degree, is this true of the student of music, whose rate of speed is always determined by his ability to commit to memory. That our system makes reading slow in comparison with the notation for the seeing is a condition imposed upon it because of the limitations of those who use it.

The analysis of the method employed by the blind pianist in learning a new piece, as given by Mr. Barnett, is correct, at least where the music is difficult. The playing, first of one hand, then of the other, and finally of both together, necessitated by any tactual method of reading, so far from constituting a weakness of the system, is one of its chief claims to distinction. Do we not all know that this is learning in a strictly scientific way? Read what the late Von Bülow has to say about individual hand practice in the introductory notes to Cramer's "Studies." What expedients do not seeing teachers sometimes employ,



such as covering up a brace of the music or folding the page so as to conceal a part of it, in order to induce his pupils to practise in the right way?

What our friend says about the difficulty of combining notes of different rhythms is practically the same, whether music is played from dictation or read from the embossed page. Nor let it be imagined that all the difficulty lies in the descriptive method alone. Does not the seeing child learn with great difficulty to relate synchronously combinations of complicated rhythms? This exercise is a most valuable mental drill, both for the blind and the seeing; but its difficulty disappears, in the case of both, with practice.

Does not Mr. Barnett unconsciously exaggerate the time necessary to the reading of music written in Braille? Please remember that pupils, if rightly taught, do not "learn every detail of the music before they can play it," but *as* they play it; that is, they read with one hand and play with the other. It indicates either an incapacity for learning music by any method on the part of the pupil or an incapacity for teaching music on the part of the instructor, if an average boy or girl cannot read between his lessons by the Braille system a sufficient amount to occupy the due proportion of the lesson hour.

Of the value of this system as an educative force, and as a means of refreshing the memory of any piece once learned, I will not now speak. But, since Mr. Barnett particularly refers to this matter, it may be asserted with the utmost confidence that, as a means of getting an insight into music *per se*, it possesses such advantages over all methods of dictation or of playing by ear, and is in itself so satisfactory, that to withhold it from blind pupils is nothing short of a crime; and we pray that the time will soon come when every director shall require all his teachers of music, whether they are blind or not, to learn themselves, and to teach to their pupils, the Braille musical notation.

E. S. HOSMER.

## THE "ORNDORFF DRY PRINT."

It is expected that a new device for printing in embossed point will be exhibited at the convention of superintendents and instructors of the blind at Chautauqua the coming summer. The credit of the invention is due Mr. Thomas C. Orndorff, of Worcester, Mass., who has generously devoted much time, thought, and money to devising mechanical appliances for the blind. The device in question consists of a perforated plate the size of the page to be printed, a matrix having pits corresponding to the perforations in the plate, a supply of pins of uniform size and length rounded at both ends, and a light press that can be easily worked by the foot. The perforations in the plate and the pits in the matrix may be arranged either in groups, corresponding to the six dots of the full Braille cells, or in double lines, corresponding to the full double lines of the New York point. The pins are inserted in such of the perforations as are needed for the required matter. When this is done, their tops project about one-sixty-fourth of an inch. The proof can then be read in the type, and corrections made, if necessary, before a page is printed. The pins extend through the perforated plate, and rest upon a second plate below, which can be raised about one-eighth of an inch, thus throwing their tops out of the holes, so that any one of them can be easily taken out and replaced. The matrix is attached to the press in a horizontal position, with the pits on the under side. When the printing plate is ready, it is put in position in the press, directly under and about three-eighths of an inch from the matrix, a sheet of paper is laid upon it, and the matrix brought down upon it by means of a foot lever. As the printing may be done on dry paper, this part of the work is very simple. If it is desired to keep the matter that has been set up for future printing, an impression can

be taken upon sheet brass. The pins can then be emptied from the plate by simply inverting it when it and they are ready to be used again.

As the Hall stereotype-maker is not adapted to printing in the New York point, this new process will doubtless be cordially welcomed by the friends of that system.

E. H. F.

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### A PASTOR'S TRIBUTE TO HIS ORGANIST.

MR. D. D. WOOD completed on Easter Day his thirtieth year of service as organist and choir-master of St. Stephen's Church.

It has been the fortune of very few men to give pleasure, and pleasure of so exalted and pure an order, to as many persons as Mr. Wood has done. His work has never been that kind of professional work which can be bargained and paid for. He has expressed in terms of music the pure and high thought and devotion, which only he that hath ears therefor can hear. Genius has been defined as "the capacity to take infinite pains." The definition is not adequate. It is true that genius cannot manifest itself without the infinite labor; but many an one expends the pains, and falls short of the genius. Many among us think that this sweet soul and vigorous mind combines both requirements of the definition. For us there is no other organist, as there is no other choir. His touch has a sympathy and a pathos all its own. It has been purchased at a great price. God and himself alone know the cost. It would seem that no lower price would serve. God does not act blindly, even when he imposes blindness. He secures his ends by the most direct means. The love and admiration which we give to our dear friend and maestro could probably have been won for him at no less a cost. Probably no congregation in America has been blessed with music which, in form and quality and precision, and, above all, in reverence and devotion, leaves so little to be desired. And the people are not unmindful or ungrateful for God's good gifts.—*Rev. S. D. McConnell, D.D., Rector of St. Stephen's Church, in "The Parish News."*

## AT HOME AND ABROAD.

## ILLINOIS.

CHICAGO.—The Common Council of this city has approved the purchase of 19,000 feet of land adjoining the State Institution for the Blind, and superintendents and trustees of several institutions are being consulted in regard to the best means of utilizing the property by erecting a four-story building with all of the most modern improvements for a mental and manual training school for the blind. The building is to be completed in time for the September opening of the public schools.

The trustees of the new State institution have recently let contracts amounting to over \$20,000 for electric light plant, sewerage, gas fixtures, and other interior improvements in that building, which will also be in readiness for use and occupation next fall.

The interest in behalf of the blind in this city is increasing daily; and, when these two buildings are occupied and ready to receive visitors, it is hoped that this long-neglected class will find many new and warm friends whose donations and subscriptions will flow in freely to aid any of the graduates who desire to start for themselves after having perfected themselves in the callings they have chosen in these institutions.

## JAPAN.

THE TOKYO BLIND AND DUMB SCHOOL is a native and unsectarian institution, under the control of the Department of Education of the State. On the 22d of May, 1875, five gentlemen—namely, Messrs. M. Furukawa, S. Tsuda, M. Nakamura, G. Kishida, and Dr. Burchardt, missionary of the German and American Lutheran church—held a meeting to discuss the subject of the education of the blind, and organized a philanthropic society, the Rakuzenkwaï, which gave rise to the establishment of this school. On the 26th of March of the following year Mr. Y. Yamao, then senior vice-minister of public works, joined the society. The details of its plans did not commend themselves to his judgment. He strongly

objected to depending upon a foreign church for the support of such a school, and recommended that a consultation be held by all Japanese, who are interested in the education of the blind and dumb, regardless of religions, native or foreign. This proposition was accepted, and on the same day the emperor granted 3,000 yen towards the expense necessary for the foundation of the institute.

In 1878 a site was rented, and the buildings were erected the following year, the work being encouraged by many contributions of labor, timber, etc. In February, 1880, the school was opened, and at the close of the year there were in attendance eight blind and five deaf pupils. The number steadily increased until, in 1892 there were enrolled ninety-two pupils, including both deaf and blind.

The object of the school is to enable the blind and deaf to earn a livelihood. The plan of study comprises an ordinary and a technical course. The ordinary course includes the Japanese language, arithmetic, conversation, and gymnastics. The technical course for the blind includes music, acupuncture and massage; and that for the deaf, drawing, graving, joinery, and sewing.

#### MICHIGAN.

It is pleasant to report that the wheels of progress are still rolling in the right direction as regards the Michigan School for the Blind. The same steady interest that characterizes every well-regulated school is equally manifest among the pupils and present faculty. Superintendent Church displays much tact in controlling the affairs of his particular office, and that, too, without creating friction. He has a kind word for all, and a Christian influence over the minds of all sent by our State to receive a liberal education; and he realizes that this includes not only literary, musical, and manual training, but a sound moral training as well, which may rightly be regarded as the first principle in making the general whole.

The introduction of the latest improved Braille stereotype-maker, invented by Mr. Frank H. Hall, has already aroused in the minds of our pupils, to say nothing of the faculty, the feeling that the millennium has come, so great are the possibilities of the machine. Mr. V. J. Willey, our head literary teacher, has already begun to use the machine in preparing daily lessons for his class in physics. At present we are using tin plate as a temporary

means of printing, but we expect soon to use zinc as the chief metal for permanent work. The musical department will, also, at an early date, begin to publish both standard and popular music. We shall hope to exchange music with other schools, which are in possession of one of these machines, and by so doing greatly increase our musical library.

#### MASSACHUSETTS.

IN the Sixty-second Annual Report of the Perkins Institution the trustees recognize the need of providing an advanced course for pupils wishing to enter college. For want of proper education young men and women of intellect, who might become successful in literature or the learned professions, are forced to adopt some unremunerative occupation, or, perhaps, remain idle. "Point-writing and typewriters have already made literary pursuits available to the blind, and any possible aid to the further promotion of these pursuits must not be neglected."

The progress of the three blind and deaf children — Edith Thomas, Willie Robin, and Tommy Stringer — has been more than satisfactory. These children have been placed in the regular classes, and subjected to the same rules as others, the only difference being the presence of their special teacher as interpreter. "Doubt can no longer be entertained of the feasibility of educating children thus deprived, and their number is sufficient to make it a duty to seriously consider the means of their education."

#### PENNSYLVANIA.

PHILADELPHIA ITEMS.— We have entertained for the past three days one of our old graduates, Mr. Samuel Miller from Virginia. Although totally blind, Mr. Miller has been for many years a successful newspaper man. He has owned two papers. At present he is editor-in-chief of the *Daily Advance* of Lynchburg, Va. The governor of Virginia has recently appointed him to the board of trustees of the State Institution for the Education of the Deaf and Dumb and of the Blind.

So far as we know, there is but one other of our former pupils who is a newspaper editor. This is Hon. Walter L. Campbell, ex-mayor of Youngstown, Ohio. Mr. Campbell was also a pupil of the Ohio school.

Since Dec. 1, 1893, our printing-office has issued "Our Lan-

guage," 1 vol.; "Peace Egg" and "Daddy Darwin's Dove-cot," 1 vol.; "King of the Golden River," 1 vol.; Davis's "First Reader," 2 vols.; "Easy Steps for Little Feet," 2 vols.; "The Courtship of Miles Standish" and "Evangeline," 1 vol.; "Robinson Crusoe," 2 vols.; "Geometrical Propositions," 2 vols.; "Arithmetic Examples" (three graded pamphlets); "Examination Papers."

Four of the above works, totalling 79 volumes from our wringer, go to-day to Lippincott's for binding. There are in the house at present 598 bound volumes in American Braille. Besides these, we have in the same system 95 books and pamphlets in the form of "manuscript work."

We have found here in our city a transplanted Englishman, a mechanic, who has made for us various tools, appliances, and games, such as Braille tablets and styles, arithmetic slates and type, spurred wheels for embossing on paper both straight lines and circles, also checker-boards, for the use of the blind. Any one desiring the same or similar articles made cheaply and well may write either to us or directly to the mechanic, Mr. A. Wayne, 2825 Poplar street, Philadelphia.

The William Chapin branch of Christian Endeavor was organized in this school Oct. 6, 1893, with 24 active members and 1 associate. It has continued steadily since then, and numbers at present 27 active, 7 associate, and 4 honorary members. The weekly meetings are held Thursday evenings, from 7.15 to 8. Every evening a short meeting is held from 6.30 to 7. A short time ago the meeting was addressed by Mr. Rhodes, the president of the Christian Endeavor societies in this State.

No special denomination is represented by this branch, which aims simply to interest the boys and lead them up to a better life.

A. S.

#### SCOTLAND.

THE SCOTTISH OUTDOOR BLIND TEACHERS' UNION, which comprises ten societies for carrying on the work of home instruction of the blind, held its twelfth annual conference at Perth, June 8, 1893. During the preceding year 292 cases of blind persons had been discovered. The whole number on the united roll was 3,206. Those able to read by touch numbered 1,375. There were 68 children being educated in the sighted schools. The additions to the various libraries had been as follows: 377 volumes in the Moon type and 154 in Braille, which gave a total

of 10,221 in the former and 1,186 in the latter. Among readers 12,636 volumes had been distributed. Among the practical questions discussed were: first, the advisability of having one roll for the names of that class of blind that have no fixed residence; second, the necessity of increased benevolent funds and guarding against pauperism; third, the education of blind children in seeing schools, their success, their books, appliances, etc.; fourth, annual competitive examinations among readers.

At the second session Mr. R. Meldrum, Aberdeen, president of the society, read a paper on "Home Industries for the Blind," which was followed by another by Mr. James Murray, Glasgow, on "The Need of Increased Facilities for Employing the Blind."

These papers and the long discussion to which they gave rise elicited many valuable and practical suggestions in regard to home industries.

At the third session Mr. John Macdonald read a very interesting and instructive paper on "Missions to the Outdoor Blind: Their Sphere and Functions." Mr. Pullar told of a gentleman whom he knew who had lost his sight, and who, in his blindness, had taken to the study of botany. The conference proved interesting, refreshing, and stimulating to all in attendance.



## EDITORIAL NOTES.

THE death of Miss Sawyer, who has had entire charge of the editorial department of this magazine from the first, removes one who by reason of her ability and genuine love for the work was eminently fitted for it. Her tact, good judgment, and untiring industry cannot be supplied; and by her death *The Mentor* and the cause to which it is devoted have sustained an irreparable loss. It now becomes incumbent upon the friends of the magazine to do all in their power to aid in its support by contributing to its columns, and by extending its circulation. It should be borne in mind that this effort is a voluntary one, that those interested in its management gladly give their services, and the good to be accomplished must depend upon the character of the magazine and the extent of its circulation. May we not hope that every friend will feel some responsibility for the continuance and usefulness of *The Mentor*?

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MR. F. H. HALL, former superintendent of the Illinois School for the Blind, is showing the same activity in the field of public school work which characterized him as an instructor of the blind, by publishing an arithmetic reader, which is highly commended by those who have used it. The features which render the book valuable in schools for the seeing ought to make it equally so in those for the blind. May we not hope to see it in embossed print at an early day?

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"THE BRAILLE LEADER a monthly magazine for the blind, printed from plates made without the use of type.

"Annual subscription price, \$2.00, payable in advance, post free. Sample numbers, twenty cents. N. B. Kneass, Jr., publisher for the blind, editor and proprietor, 219 Church Street, Philadelphia, Penn."

Thus we read on the first page of an embossed book received the past month. This magazine is printed in American Braille,

and gives on the first cover the table of contents, comprising selections in prose and poetry from standard authors and popular periodicals. The last page of the cover contains a key to the American Braille literary code. The paper and print are such as will find favor with all readers.

\* \* \*

OUR readers will be glad to learn of a new method of printing, recently brought out by Mr. Thomas C. Orndorff, of Worcester, Mass., a full description of which may be found on another page. We have not seen the apparatus, but conclude it must be simple and inexpensive. The inventor has shown us specimens of "flat" printing and interlining, both of which were very satisfactory. This new method possesses special interest from the fact that it prints all point systems equally well. We expected to give a cut of the machine, but it failed to reach us before going to press.





THOMAS STRINGER.

# THE MENTOR

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No. 6

THOMAS STRINGER.\*

"Sir," said the least of the little boys, "I was almost beat out of heart; but I thank you for lending me a hand at my need."—PILGRIM'S PROGRESS.

A RECENT visitor at the Kindergarten for the Blind happened to come upon a class just assembling from the playground. The boys were streaming cheerily into the hall, among them a sunny-faced, sociable little fellow, hand-in-hand with one a trifle larger than himself. The pair entered in jovial mood, but subdued their gamesome spirits at the suggestion of a gentle teacher standing near, and began to take off hats, coats, mittens, and overshoes in an independent and capable manner. Soon they were ready for class, and each started off, feeling his way to his proper place and then sitting down quietly to his work, which happened to be sewing; but it might have been reading, number work, gymnastics or kindergarten, for the boys have all these and more.

The younger boy,—full of mischief on the playground, able to help himself about his clothes, and going into class for lessons,—can he be Tommy Stringer, who, not much more than two years ago was like a mere baby, creeping about, with no means of communication and no resource? It seems almost incredible, yet so it is,—Tommy Stringer, rescued, loved, growing in knowledge and power!

Tommy is not a New Englander, but a native of Pennsylvania, having been born in Green County of that State, July 3, 1886. He was received into the Kindergarten for the Blind, April 8, 1891. The cost of educating a child like Tommy,—deaf, dumb, and blind,—is necessarily large, although kept within the closest bounds; and this cost has been met thus far by the generosity of the public, under the

\* Taken from the Seventh Annual Report of the Kindergarten for the Blind, Boston.

sweet leadership of Helen Keller. The story of Tommy's progress must therefore be of special interest to many, because he is an object of their special bounty,—bounty freely bestowed both for love of Helen and in tender pity for dear little Tom himself.

#### PERSONAL CHARACTERISTICS.

The child's intelligence is of an excellent order,—a matter worth great rejoicing; and his disposition is sweet, loving, and merry,—another matter of rejoicing: nevertheless, owing to a curious sluggishness (more bodily than mental), and a spasmodic “balkiness” in disposition, his path of education is beset with snags and pitfalls. The digging out or getting around these educational snags is often a work of great labor, at which Tom manifests little or no desire to assist. He becomes inert, as it were, before the obstacle, trusting that his teacher will lift him over or carry him around it. The pitfalls are those of obstinacy, and when he falls to the depths of one it is a hard task to get him out. He lies there prone, seemingly unregardful of any disciplinary discomfort or coaxing love. These pitfalls, however, are often skirted with great skill by means of Tom's increasing interest in his occupation; and a continual experience of the fact that his teacher stands gladly ready to aid his efforts when he has difficulties to overcome, though she will not allow him to shirk them, has made its impression upon Tommy; and he works now with much more zeal and application than formerly. In fact, the past year has been one of remarkable development. He has made excellent progress in his lessons and gained love on all sides, no one having greater affection for him or being more proud of him than the teacher whose patience and wisdom are most taxed by his shortcomings.

• He is a merry, mischievous little fellow, full of pranks and very fond of a frolic. While at his teacher's home in the summer he was allowed to “help” in baking cookies. A batch was baked, Tom assisting when they were put in and taken out of the oven. Then the good little boy was to receive a cookie, and sit down upon the kitchen hassock to

eat it. But where was the hassock? It had been there an instant before. No one had left or entered the room; yet,—where was the hassock? Being somewhat acquainted with the little boy's "tricks and manners" the housemother be-thought herself of looking into the oven; and there, sure enough, was the hassock, commencing to bake. Tom had secretly whisked it in during the moment the oven door was open awaiting the second batch of cookies!

During a short vacation at the kindergarten, Tom was put under the waitress' charge at the table. Knowing that all persons cannot understand manual speech, Tom took it for granted that the waitress could not, and mischievously determined to play her a trick by passing off some wrong words upon her. So when he was ready to be excused from the table, he folded up his napkin, put up his plump hand, and tried to gain his liberty with a quickly spelled "*bread and butter*" instead of "*please excuse me.*" But his monitress knew too much for him, and challenged the spurious password; whereupon Tom laughed roguishly, and spelled the proper sentence.

As Tom cannot hear the rising bell, his room-mate generally announces its signal to him by drawing down the bed covering; this Tom takes to kindly enough except on mornings when he is very sleepy and loath to stir. One evening Tom was sent to bed later than Lyman, and found the latter snugly tucked in and asleep. Soon after there was a distressed cry from Lyman, and Tom's teacher appeared on the scene to learn the cause. Lyman sat on a chair in pathetic sleepiness, while Tom stood guard at the side of the bed, which he had rifled of counterpane, blankets, sheets, and even pillow-case. The chance to give the disturber of morning slumbers a taste of the discomfort resulting from his method had been too enticing for Tom, and he had yielded to the impulse. There seemed to be no malice, however; for, when told to remake the bed Tom quickly went to work, and soon had it neatly done. Then, going to Lyman, he summoned him with voice as well as finger-spelling, and led him to the bed, saying, "*come, Lyman, come.*"

Mr. Anagnos, on one of his visits to Jamaica Plain, entered the schoolroom when Tom was struggling over the word *thread*. Tom, having been touched by Mr. Anagnos, turned toward him, felt his sleeve-buttons, perceived who it was, and sprang into his arms. (Tom has not read *The Pilgrim's Progress*, but he loves "Great Heart.") Then, as if fearing that it might not be right to leave lessons for a frolic, he stretched out his hand toward his teacher and spelled *thread* graciously and with ease.

Tom's old habit of tearing his night-dress, sheets, etc., has been nearly overcome, but an occasional vestige of the propensity shows itself. His teacher writes in her diary: "Last night Tom amused himself by pulling the buttons off his night-gown. After school to-day I took him to my room, gave him a needle and thread and buttons, and taught him how to sew the buttons on. He surprised me by his aptness at learning to do this; though he shows aptness in nearly all manual work." Through this little experience Tom must have gained some idea of what it is to have "the punishment fit the crime."

The boys of the kindergarten are fond of Tom and very good to him. Tom returns their affection and shows it prettily at times. When his special friend, Fred, returned from a two days' visit, Tom was upstairs, occupied in bed-making. Fred sought him out, gave him a joyful hug and kiss, and then went on to his own duties. Warm-hearted little Tom was so rejoiced at his friend's return that he danced up and down with delight, spelling "*Fred! Fred!*" all by himself, long after Fred had gone.

He soon knows when any member of the household is away; and, as he also knows where each one rooms, he goes to the door of the absentee and raps repeatedly, spelling the person's name and saying, "*come, come, come!*" Once when his teacher had been away a short time, during which he had grieved for her, he showed deep happiness on her return, and greeted her most lovingly. Then, in the exuberance of his joy, he began spelling the names of all the objects in the room which he knew, as rapidly and correctly as he could! The precious boy was offering on the altar



of his love the best he had to give. Could it have been said more touchingly, "Silver and gold have I none; but *such as I have, give I unto thee*"?

Tom's timidity, which was at first very great, has abated noticeably. It was a long time before he took any pleasure in the cart which the kindergarten children draw each other about in, and it required much careful leading on the part of his teacher to get him to overcome his fears and be drawn by her. But perseverance won the victory, and Tom now enjoys the courage which he has gained. "Tom's fear of the cart has vanished," says his teacher, "and it is now his delight to have Fred give him a ride in it. Even when the cart was overturned to-day, throwing Tom out, he was ready to climb in again as soon as possible."

Another growth in courage:—"After travelling once across the bar in the gymnasium Tom found out that the other boys returned in the same manner to the starting-point; so, wishing to do as they did, he spelled 'up! up!' until I lifted him to the bar again, when he made his way back like the rest. Heretofore he has shown considerable fear in doing this exercise."

And what a record is the following, concerning the helpless, inactive, baby-like boy of a short time ago! "Tom often takes letters to the post-box. He goes out of the gate, crosses the street, keeping on until he reaches the fence opposite; he then follows the fence to a certain point, whence he steps to the right and finds the box. He never misses it. Having deposited the letters, Tom turns to the fence, walks along, and crosses the street again to the gate. He goes to Miss Greeley every morning to ask if she has any letters to be posted."

Tom knows the days of the week, and has the usual kindergarten affection for clay day. Entering the school-room one *Friday*, he stood still for a few minutes inside the door, as if thinking, and then spelled brightly, "*apron!*"—an apron being the concomitant of his dearly beloved clay.

On a *Saturday* he was asked what day it was, and responded correctly. Then his teacher questioned further: "What day was yesterday?" and Tom replied somewhat

slowly that yesterday was Friday. As "yesterday" was a new word, he was asked to repeat his statement; whereupon the roguish Tom, who had feebly sensed the lurking of a pun during the spelling of Friday, made his little joke by spelling with a mischievous smile, "Yesterday was Fred." Poor wit, but an attempt, an awakening; and not so very far behind the pleasantries of some more ably weaponed pundits.

One *Monday* morning, Tom, though in perfect health, surprised his teacher by refusing to eat his breakfast. After endeavoring in vain to induce him to take the food, Miss Brown sent him from the table. She could not conceive the reason for his strange behavior until later, when, in the articulation lesson, Tom asked her to say different words for him, among them "corn-bread and butter." Then she remembered that there had been corn-bread on the table for several Mondays previous; and, to Tom's mind, that was an inevitable reason why there should have been corn-bread on this Monday morning also; so it was corn-bread or nothing to him.

This tendency toward the methodical is one of Tom's strong characteristics; and it is, in the main, of advantage in his education. One day, for instance, his teacher gave him a word-lesson by asking him to bring her objects with whose names he was familiar. The lesson was a pleasant and successful one; but, when she wished to have a similar lesson the next day, Tom was quite disconcerted because she did not call for the same objects as on the day before; and he was not content until he had explained the trouble to her by spelling the names of the omitted objects and bringing the objects to her.

#### PROGRESS IN LESSONS.

At the beginning of the year covered by this report, Tommy's vocabulary in manual speech consisted of 137 words and a few phrases. The end of the school year, June 28, found him with a vocabulary of 600 words. Meanwhile he had kept up with his class in kindergarten work. Between January and June he made a complete set of the

sewing cards and also of weaving mats, in addition to those which he had made previously. These sets are to be kept as samples of his work.

## READING.

Reading by touch was begun April 24. On May 15, his teacher writes: "Tom is reading very nicely. I have illustrated each lesson with the object or animal of which the lesson treats. When unable to procure a live animal, our school models have been of great help. We have used the pig, horse, cow, and rat in this way." June 2 finds Tom on Lesson 20 of Turner's *First Reader*, in which book he continued throughout the rest of the term.

## NUMBER.

Tom has had exercises in counting and some other simple lessons in number. After counting his six kindergarten balls one morning, he looked about for something else to count, and chose buttons. But there were more than six buttons; so on he went, counting up to twenty-four, which was as far as he had learned. Fired with ambition, he ventured on and reached twenty-ten. Started afresh with thirty, the way was clear to thirty-ten. Corrected at forty, he proceeded safely up to fifty, and concluded the exciting count of the buttons at fifty-two,—the stock being then exhausted. He had gladdened his teacher's heart and made a notable advance in counting, through his spontaneous interest in the subject.

## ARTICULATION.

In articulation a fair commencement has been made. For example:—

DECEMBER 5. Tom can articulate *come* very distinctly now. This makes six words: *papa, mamma, Tom, arm, two, come*.

DECEMBER 20. Tom seems to have a slight idea of the use of articulation; for this morning when I asked him his name, he put his hands down at his sides, and articulated: *Tom*.

DECEMBER 21. To-day Tom again used articulation instead of finger-language. This time it was the word *two*. He spoke it while telling me of the two halves of the cube.

FEBRUARY 28. Tom articulates twenty-four words very plainly, but not loudly.

MARCH 20. I am teaching Tom to say *my*. When he had mastered it, he wished me to show him how to say *Lyman*. Several times of late Tom has asked how to speak words which are somewhat like those which he already knows.

APRIL 26. This morning Tom learned to articulate: *The sun is hot*.

The above extracts serve to give an idea of Tom's progression in the difficult task of mastering vocal language. It is a slow, painstaking process, full of struggle and drill; but the ability to express himself through the ordinary medium of speech will well repay all that it costs.

The summer of this year was spent in Wrentham at Miss Brown's home where Tom was very happy. He ranged through garden, field, and wood, and had his own familiar haunts in barn and shed. He made friends with the cows and the horse, felt the apples growing on the tree, was interested in the beans, peas, corn, and potatoes as they grew, and helped in picking fruits and vegetables. He was taken to the forest when trees were being felled; shown the axe, the cleft which it had made, the fallen tree, and the stump; then traced the trunk out to the branches and the branches to the twigs. In these and many other ways Tommy made material progress during the summer, and gained what will be of great help to him in his further education.

Comparing Tommy now with the Tommy who came to the kindergarten two and a half years ago, and realizing all that has been done for him, all that he had been saved from,—does not the heart of every one who has helped to make this a possibility feel a throb of joy, and does not an impulse arise in the hearts of those who have not helped before to give their aid now?

## REV. NORMAN McNEILE.

I CANNOT refuse Dr. Campbell's request to tell the world something about the Rev. Norman McNeile and Dr. Washington Ranger. The request itself is very pleasant.

It is something more than a pleasure to oblige Dr. Campbell. His unwearied and high-minded labors for the blind; his energy, patience, capacity, and resolution in those labors; his extraordinary success and his inspiring example,—all command my warmest regard and admiration. To be his ally in the work of emancipating the blind from the yoke of prejudices, traditions, and false views, still amazingly prevalent, is to me delightful. And no more delightful weapon in this good warfare could be put into my hand than the pen by which to chronicle the careers of two friends who stand in the front rank of blind men in this generation.

I make no apology for the praise which pervades these pages, for praise is what becomes us best. Whether the praise is proportioned to the merits, let a kind and candid public be the judge. I speak what I know of two men whom I love. Of both I have long enjoyed the friendship. We were at school together; the pleasures, the competitions, the speculations of youth, we shared together. Later years and changing scenes have brought no diminution in esteem or love.

I first remember Mr. McNeile when an undergraduate at Dublin. He spent a good part of his vacations at Worcester, reading with his former tutor, the Rev. R. H. Blair. Though some years my senior, he at once received me into the circle of his friends. I retain fresh and clear, after the lapse of five-and-twenty years, the image of Mr. McNeile as I first knew him. He had an affable sweetness, a cheerful sanity of mind, a purity and kindness of heart quite his own. To us juniors he seemed already venerable in the exalted state of a University man. He naturally enjoyed the leadership of our little band. I well remember also his skill

and knowledge in music, his genuine power of teaching, his clear and tenacious understanding, and his philosophic turn. Two other things complete the portrait,—his loyal reverence for Holy Scripture, of which, in the English version at least, he possesses a unique acquaintance; and a genial Toryism in the spheres of both Church and State. Now that he is the vicar of a parish, and a widely known and esteemed teacher in the Church, can I pay my friend a tenderer, a truer compliment than that of saying, Such as then he was he still is to-day. Mr. McNeile had been nurtured in a home where deep piety was embellished by fine culture, and set off by a high example of personal and professional devotion. Even at the date of which I write, his father, the Rev. Hugh McNeile, was probably the most famous clergyman in England, certainly the most famous among evangelical clergymen. His home in the deanery of Ripon lent to Mr. McNeile a sort of ecclesiastical dignity, which fitted him faultlessly. Mr. McNeile's early education was managed at the Cathedral School in Worcester, then under the care of the Rev. Maurice Day, a fine and thoughtful scholar. From this school Mr. McNeile proceeded to the Blind College in the same city, when it was inaugurated by the Rev. Robert Hugh Blair, whose sanguine nature gave itself to the new work with uncalculating devotion.

Mr. McNeile was among his first pupils. It may be counted among the many kind providences which have sustained the college that almost its first alumnus was Mr. McNeile.

At Dublin he did extremely well; his success was various and considerable; with the honor he had also the disadvantage of leading the van. Embossed books, even to-day lamentably rare, were in 1868 scarcely dreamt of. Every diagram, Euclid excepted, was painfully drawn by Mr. Blair with a wheel inserted into the divided end of a silver bar. His reading was entirely oral. I do not suppose he ever touched a single sheet of embossed Hebrew, Greek, or Latin, or possessed in raised type the most meagre compendium of logic or astronomy. Nevertheless, after passing the minor examinations with distinction, he graduated in

honors, and attended subsequently (O enviable fortune!) the divinity lectures of Dr. Salmon. At Dublin Mr. McNeile exercised and improved that faculty of public speaking in which his father was so supreme a master. I well remember his speeches in our debating club. He was lucid, precise, and earnest. I still think Mr. McNeile to be at his best when advocating a good cause before a hostile audience. I know few men who are at all his equal in this valuable art. The Church Defence Institution, when in distress, could not do better than to engage Mr. McNeile to prove to Welsh dissenters that the Welsh Church is the best friend of gallant little Wales. After some protracted and trying delay, Mr. McNeile was ordained Curate to St. Michael's, Worcester, of which the Rev. Mr. Blair was rector. In Worcester he worked faithfully and acceptably for some time; afterwards he had charge of two hospital chapels in Ripon, and then was curate to his brother in his native Liverpool. Finally, he was presented by Lord Cairns to the vicarage of Brafferton, and there he is vicar now. Brafferton is a Yorkshire village, situated upon the breezy uplands which lie to the east of Harrogate. The district is entirely agricultural; and the inhabitants possess the features which, in mind and body, distinguish their famous county. Health and vigor, strong and sturdy frames, fresh and lively coloring, shrewdness, cheerfulness, thrift, and tenacity of purpose characterize the people. The "murmuring river Swale," familiar to all readers of Wordsworth's *Peter Bell*, flows under the steep, tall bank which is crowned by Brafferton church, a venerable but not beautiful edifice. The parish includes the large township of Helperley, which is connected by a pleasant tradition with the laborers of Paulinus, the early evangelist of Yorkshire. On the verge of the parish lies the railway hamlet of Pilmoor, a station between York and Newcastle. Here Mr. McNeile has built a mission chapel. On a fine day in winter or summer no more delightful walk can be taken than that from Brafferton to Pilmoor, over the broad and sunny wold, whose air, untainted by smoke or exhalation, stirs every pulse with its own bounding vivacity.

Mr. McNeile is pleasant company, and always welcome at the farm-houses, where the ample hospitality of that county of cakes and hams is often displayed in honor of the vicar. A Yorkshire tea is something never to forget, and not to be indulged in with impunity. Instead of the modest refecton to which Southerners are accustomed, Yorkshire men furnish their tea-tables according to the following menu: a pair of hot roast chickens, a cold boiled ham, a silver side of beef, a leg of pork, two sorts of hot cakes, besides buttered toast, brown and white bread, butter, several jams, honey, and cream. The only thing to be desired is a hunger equal to the occasion.

In these surroundings, natural and social, my loved and venerated friend is called to work. They furnish a pleasant setting to his character and his life. I have frequently been his guest at Brafferton, and know how bright is the hospitality of the vicarage, how diligently he pursues the duties of his sacred calling. Services are frequent, the choir is carefully taught, meetings of all sorts for the spiritual and moral well-being of men abound. No one will read with surprise that Mr. McNeile is an exceptionally good preacher. He has command of language, clearness in arrangement, earnest solemnity of manner, and unrivalled knowledge of the Bible. These qualities he keeps by assiduous preparation. The graceful and devout lines of Cowper express Mr. McNeile when in the pulpit:—

“I would express him simple, grave, sincere;  
In doctrine uncorrupt; in language plain;  
And plain in manner, decent, solemn, chaste;  
And natural in gesture; much impressed  
Himself, as conscious of his awful charge,  
And anxious mainly that flock he feeds may feel it, too.”

His pulpit powers he has in part inherited from his illustrious father.

The mention of Dean McNeile tempts me to pause and offer a slender tribute to his memory. I knew him only as a boy. He was kind and gracious to me when I stayed at the deanery. His noble appearance, his majestic affability,



his pleasant humor, the grasp of his strong hand, the rich modulations of his deep voice, I can never forget. I only heard him preach in the decline of his years, and in places and on occasions not suited to elicit his wonderful powers.

Yet I can perfectly recall the inimitable pathos and solemnity with which he recited a story of two lost souls, ending with the word "eternity" repeated thrice. I also remember a sermon on Stephen, containing an admirable exposition of Acts vii. It is easy to believe what has often been told me by old men who heard the Dean in his prime, that for pure oratory, united to fulness of Scriptural teaching, Hugh McNeile has had no equal among the preachers of our century.

In another point Mr. McNeile resembles his father. Both inheritance and imitation have been at work here. I refer to his public reading of the Bible. What public reading too often is, we all know,—monotonous, slovenly, incorrect. But Mr. McNeile's delivery of the words of Holy Scripture is a lifelike and impressive presentation of things and truths the most real in the world. If I may criticise his reading at all, it is in the brief paradox that he reads even too well. This feature is a very suggestive one, when we reflect that the finger, not the eye, is the vehicle of immediate communication between the book and the mind.

Let me add another touch to the delineation of my friend. His theology is evangelical. There is, indeed, a strictness in his churchmanship which borders sometimes on rigidity. Of bigotry his sweet and wholesome nature is incapable; yet he believes with the profoundest conviction, not only in the spiritual superiority of the Church of England, but in her spiritual supremacy. At the same time to the grand fundamentals of the Reformation, so matchlessly expounded by his father's eloquence, he is unalterably loyal both in head and heart.

Like all thoughtful blind men, Mr. McNeile is keenly interested in the work of educating the blind. He is a governor of the Worcester Blind College, and the principal mover in the society which embosses books for the poor in Roman character. To his energy and liberality belongs the chief

praise of having secured a font of Greek type for embossing books in the very characters which Sophocles, Plato and Saint Paul used when they wrote or read.

The story of such a life, though, as we pray God, it be far from its close, is yet already ripe for telling. Nor can the reader miss even in this brief recital the notes of solace and exhilaration.

Over many obstacles by patient continuance in well-doing Mr. McNeile has advanced to his present position of usefulness and honor in the Church of Christ. He has charge of the cure of souls, of the ministry of the Word and Sacraments. He teaches the young, he occupies the pulpit, he visits the sick. In all these duties he wins the approval of good men, and has the confidence of those that are set over him.

But he has done something more than triumph over obstacles. He has converted them into a sanctified means for the glory of God. By the unaffected cheerfulness with which he bears the privation laid on him, he both adorns and recommends that gospel whose minister he is.

Even to sketch a life so useful and so justly esteemed is something more than a labor of love; it is a grateful task, conferring on the writer honor far more than he can bestow.

The reader of these lines will not, I think, be ill-disposed to peruse in a subsequent number the record of a kindred life, that of Dr. Ranger, the friend of myself and of Mr. McNeile.

H. J. R. M.

*Icomb, April, 1894.*

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## KINDERGARTEN HAND-TRAINING.

ITS NECESSITY AND EDUCATIONAL VALUE TO THE BLIND.

QUAINT old Bunyan tells us, in his characteristic way, that "the famous town of Mansoul has five gates, in at which to come, out at which to go. The names of the gates are these: Ear-gate, Eye-gate, Nose-gate, Mouth-gate, and Feel-gate."

Now there are times in the history of the walled town of Mansoul when Feel-gate is the principal one of the place; and it must, then, be made as wide and strong as possible, being doubly taxed. Not only is it required to fulfil, as ordinarily, its own proper function, but it must do the work of a sister gate as well,—the gate of Sight; for the hand which has been aptly termed “the minister of its sister senses,” is, in the case of the blind child, minister to three of them, but substitute *par excellence* for the other, since it takes upon itself in largest measure the duties of the eye.

This being so, the importance to the blind child of early manual training is self-evident, if, throughout his after life, he is to use his faculties to the best advantage of himself and others.

Deprived as he is of those privileges by which the seeing child naturally acquires training, the sightless little one is less familiar with his hands and tiny fingers, with their manifold capacities to minister to his pleasure and profit, and, in too many cases, is apt to live as if “the chief good and market of his time was but to sleep and feed.”

Among the little strangers who find themselves for the first time in the kindergarten, will be noticed some who are curious and alert, but many who are sluggish and indifferent, whose apathetic faces do not brighten even at the singing. As for their hands,—well, if what the Chinese say is true, that “without fingers every hand would be a spoon,” then this is what the hands of most of these children are,—spoons,—and little more. Seldom in their lives have they used them in any other capacity than that of carrying “something good” to its customary destination. This fact has been pointed out by Reimer, who asserts that, “even among families not very poor, blind children often grow up with hands hanging soft and helpless at their sides.”

It is here that the system of manual training employed in the kindergarten produces marked results for good. And these results are not simply physical and mechanical results confined to the hand of the child. They are, in addition thereto, far-reaching, spiritual results, of profoundest educational value to him at this, the most critical, susceptible

stage of his life. For, with all the stress which we lay upon the supreme importance to the blind child of earliest and most varied hand-training, we do not for one moment lose sight of the fact that we are conducting not a hand-garden, but a child-garden ; in other words, that the hand was made for the child, not the child for the hand.

The kindergartner, therefore, if true to her calling, summons to her aid "love, hope, patience, and in her own heart lets them first keep school." The child responds promptly. A complete revolution in his life is now begun. Not only are the helpless fingers rendered capable and deft, but the kindergartner is enabled by her close, sympathetic relations with the child to instil into his little soul a love of occupation. She excites his interest, and holds it. She awakens his young intelligence, and sets it going. She rouses into healthy, vigorous action his slumbering capacities of feeling, thinking, doing, and guides them all as if she guided not.

Many a bright little fellow, or newly interested child, wonders and questions about the things of which he hears, but can never see. Five-year-old Jimmy asks suddenly one day, "How many legs has a wagon?" When told that it has none, he exclaims, "But it goes : it must have legs!" Here is something worth while to him. He is all attention, and a child thoroughly interested is half taught.

We shall find him very soon making wheels, on his sewing cards, or with clay. By means of his kindergarten play-mates he constructs a living wheel. He hears about the teamster, and calls himself one. As a little blacksmith, he mends the wheel. As a farmer, he hauls his wheat to mill ; and, as a dusty little miller, he grinds out the grist. His little hands turn round and round "the great wheel of the mill." Not only does he know about wheels now, but, what is of much greater importance to him, he knows something of the varied life of the world. His hands have thus become to him a means of best instruction. They pay a constant tribute to him, not only in his work, but also in his kindergarten play. His tiny fingers are squirrels, mice, merry little men, or "flowers that summer brings." The joyous excitement and the sunshine of this play sweeten his

whole nature. His hands do minister to him indeed bountifully.

Little matters these? Jimmy is a little fellow and must take short steps. Their direction is the crucial point, the rub. The hours that lie between the gloom of midnight and the glow of sunrise are, as George Eliot truly says, "travelled through by tiniest markings of the clock." In like manner, step by step, the growing child treads the ascending way, up from the midnight of uninstructed blindness to the full and joyous sunrise in the soul. A difficult journey it is, but "pleasure and action make the hours seem short"; and what infinite store of pleasure and action the kindergarten, through the medium of his hand alone, may yield him! Here this wondrous "instrument of instruments" is always busy. Willingly it sets to work, its small owner acquiring for himself, with delicious unconsciousness of the fact, habits of industry, painstaking, attention, order, and a host of other good habits to be his lifelong companions. His muscles are growing stronger and more flexible, he is shaking off his lassitude. His varied and delightful occupations animate his mind, stir his energies, brace his will. The feeling that he is good for something awakens in him. His heart is rejoiced. He is catching a cheerfulness of spirit that shall brighten all his way. "Verily, darkness is being made light before him."

Watch him while he patiently adds block to block, building innumerable things. He is building character, too. Witness his delight in clay, by means of which he gains clearest, exactest impressions of the world about him, and gains something besides; he is learning to think. Beginning, as he does, with sense-perceptions, he soon passes on to what Harris neatly calls "a thinking consideration of the object." He appropriates it to himself, and hereafter recognizes and understands the thing which he handles. Much of this work has been directed work; herein, then, he "hourly learns a doctrine of obedience." It is systematic work; thus his youngest efforts make him orderly and thorough. A love of excellence is engendered. A feeling of conscious power begins to stir in him. Self-trust,

"first secret of success," is born, and with self-trust the morning.

And, so, manual training (to every child of paramount importance) is to the blind child an absolute necessity. The "leading avenue of perception" has been denied to him; but he is here, like ourselves, by the "authorities of the universe," to take his part and do his share. How, then, shall he form right relationships with the universe,—the "wondrous whole" of which he and all of us are "parts and proportions,"—unless through the hand? And how intelligently through the hand unless by manual training?

Buchanan has well said that the old verbal methods are enfeebling. It is the child's natural right,—as it is one of his keenest pleasures,—to acquire knowledge for himself by a process of discovery. To condemn him, therefore, to what Pestalozzi calls "the unwelcome employment of passive listening" would be in the case of the seeing child a clear injustice, in that of the blind child a cruel wrong. The kindergarten prevents this injustice on the one part, and obviates the wrong on the other. Moreover, nearly all that the blind child may know of the outer world finds him best at Feel-gate. How essential, then, it is to meet the little bewildered soul early at this most vital point! Let the kindergartner, therefore, knock with patient waiting at this tiny portal,—the gate of child-soul,—until the little citizen aroused within shall throw it open. For light and life may enter his being here.

Take an illustration. The blind child cannot see the birds at their nest-building, but he can hold in his hand the wonderful little home, and his fingers can be taught to appreciate the symmetry of its form, the softness and beauty of its lining. He fancies himself a bird; he builds the nest; he flies in search of food for the hungry nestlings. How busy his hands in all this wholesome play! They help him to enter with heart and soul into the life of his countless "little brothers of the air." There stirs in him a keen desire to know all about them. The interest thus awakened, or intensified, stimulates his intellectual faculties; and, since "knowledge is the wing wherewith we fly to heaven," his moral and spiritual nature is strengthened and enriched.

His hands have now become to us a portal to his soul; for we do not stop at Feel-gate. To do so would be as if a man "journeying home, and finding a pleasant inn upon the road, should remain there forever." "Man," cries Epictetus, with splendid energy of rebuke, "thou hast forgotten thine object! Thy journey was not to this, but through this." For as Froebel distinctly says, "The end and aim of all our work is the full, harmonious development of the whole being."

To accomplish this grand result in any child, and especially in the blind child, the system of manual training carried out in the kindergarten has proved itself to be incomparable. By virtue of this system the child finds through work and play the means of freest, fullest self-expression,—the means to live completely.

What has been the educational value to the child of all this training in the kindergarten? His whole being has brightened up. His step is firmer, his form more erect. His spirit is growing self-reliant; he is entering into his birthright; he is finding himself. So we "help the young soul, add energy, inspire hope, and blow the coals into a useful flame."

Thus it is that deep and broad we early lay the firm foundation of a self-supporting, self-respecting, honored citizenship; and on this foundation may worthily be reared the fair and true proportions of an ample culture, the crowning capital of which shall be,—alike in the body and in the soul,— "all the beauty and all the perfection of which they are capable."

This, therefore, is the conclusion of the matter; that manual facility is indispensable to the blind; that, by consequence, the importance to the blind child of early manual training is fundamental; that our kindergarten methods best supply this training; that, in doing so, in no case is the hand made cunning at the expense or neglect of the child within the hand; that the whole result aimed at is to convert the hand into a gate of entrance whereby we may reach and affect the hidden springs of character, the secret sources of all his future being.

The watchful kindergartner is hereby enabled to encourage and develop the latent good, to arrest or expel the lurking evil; and Feel-gate becomes a gate of blessing to the child. Through its numberless eligibilities he learns to love and do the things which make for truest living; and these things it is, the love of which, finding earliest entrance to his little soul at Feel-gate, the doing of which, daily issuing forth therefrom in fairest, fruitfulest action, constitute for him, for all of us, the highest demonstration we need "to all the glory and all the strength" of the famous town of Mansoul.

CAROLINA LEE BARBER.

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## HOW I PASSED THE LONDON MATRICULATION EXAMINATION.

### II.

IN geometry the work was not of a very exacting order, being limited to the propositions of the first four books of Euclid with riders; and yet, I think, it was quite extensive enough to give me a taste of the main difficulties of the study. I was fortunate in having mastered the propositions themselves some years before I thought of preparing for the examination; all, therefore, that was needed in their case was a careful review, and a little daily practice in fluent and rapid working. For the purposes of this review I, for the first time, made use of a Braille copy of an ordinary Euclid text. In our geometry class at the college no such book had ever been employed. A raised diagram of the proposition for the day was put into our hands; and we were then taken by our teacher through the successive steps of the proof, in much the same way as if it were a problem in arithmetic we were solving. It is quite true that the reason why we did not use Braille books was the very excellent one that there were no such books to be had; but I have always felt that, though the method was slow, and meant a great deal of additional work for the teacher, its thoroughness and the practical value of its results more than made up for its drawbacks. For one thing, it took



away from us, from the very first, the temptation to get up our propositions parrot-wise; and that in itself was a real advantage. I have often heard teachers in the ordinary schools declare that it was a mistake to put geometry books in the hands of pupils at too early a stage, and that one result of this objectional practice was that it was no uncommon thing for a boy to find himself half-way through the first book of Euclid before he made the discovery that geometry was not a thing to be learned by heart, like his history or his geography, but a thing to be worked through and understood like his arithmetic.

As regards the riders, or deductions, my great difficulty was the want of any adequate means of drawing my own figures. How serious a difficulty this was will only be fully appreciated by those who know from experience how a really good figure will often give you at a glance the solution you are in search of, and how again, in other cases, as many as a dozen different trial figures have to be drawn before you hit on the one that suits you. On the day of the examination, when I had to submit my own figures, both for propositions and for riders, I was indeed in a very awkward fix. This was how I managed to get out of it: First, taking my Braille style, I scratched out on a sheet of paper something that had at least a distant resemblance to the figure I wanted. I then went carefully over it, explaining to the lady who acted as my amanuensis what the scratching was meant to represent,—which parts of it were meant for circles, and which for straight lines; and so, finally, I got a figure drawn to my description with pen and ink. All this, it may be imagined, took up a great deal of time. In fact, so small was the margin left for dictating the general working that, if it had not been that I had my demonstrations pat and was able to throw them off without a hitch, I should never have passed on that paper. Before I go in for such an examination again, I must certainly learn to draw my own figures.

Next in order to geometry comes chemistry. This was a subject for the getting up of which I had to trust almost entirely to my reader. Whatever it may be to the student

in the laboratory room, with me chemistry was, from first to last, simply a question of cram. I did not take up the study until within three months of the examination; and from that time on till the end I spent three or four hours almost every day in listening to details of experiments, to laws and formulæ, and to the interminable lists of preparations, properties, and uses of elements and compounds. The textbook I used was one written specially for matriculation students; and I think I can safely say that before I had done I had mastered every page of it. But it was only by dint of incessant reading. If I missed a single day, I felt the facts begin to mix up and become indistinct. I am afraid to think how completely all knowledge of the thing has gone from me even at this distance of time; and yet, on the whole, I have no reason to regret my chemical studies. I am conscious that they have developed my power of concentration, and that the continual strain of listening for hours to the intricacies of experiment and analysis has made it easy for me ever since to listen to any kind of reading with the closest attention. I believe it to be of the first importance to a blind student that he should be a good listener; and it is because my chemistry reading has helped me in this direction that I can from my heart forgive it all its tediousness and monotony.

If chemistry was all a matter of reading, it was, at least, reading under the direction of a tutor; but in the case of the next two subjects,—English language and English history,—it was thought that I could dispense with tutorial help. The event proved that the reading I got was more than sufficient to carry me through; but I fear that in my inexperience I both wasted valuable time and burdened myself with unnecessary work. This was especially true in the case of the old English forms and the word formation; for on the examination day I had the mortification of finding that the bulk of the information I had amassed under these heads was of next to no use to me.

In connection with my work in English history I must not forget to mention my indebtedness to Braille. There were in our college library some dozen manuscript volumes

of Green's *Short History of the English People*; and, though I also worked on Hume and several other histories, I am certain that it was from the constant perusal of these Braille volumes that I came to be so well up in questions of social life, which bulked largely in the paper.

Both in language and in history my great difficulty in the examination was to keep from being diffuse. The fact that I had to dictate all my answers naturally put me at a great disadvantage, as compared with the other candidates. Towards the end of the history paper, especially, I had to put the screw on with a vengeance in order to get through in time. I remember one of the last things I had to do that afternoon was to write a life of Lord Strafford; and it was really shameful the cruel way in which I hurried that poor man to the scaffold; the most red-hot of Parliamentarians could not have wished him a shorter shrift.

The mechanics and hydrostatics proved for me the hardest pull of all. There were no books on these subjects available in Braille. I had, therefore, to get the ordinary text-books read to me; but I found it so difficult to follow the reading, through the almost constant application of mathematics, that, from the first, I took copious notes in Braille, making a verbatim copy of all the more difficult passages. But, even with all the reading I got and with continual reviewing of my notes, I am conscious that in the examination I should have cut but a sorry figure, had it not been for the patience and laborious painstaking of my tutor, and the help before referred to given by teachers and friends of the college. It was only after I had carefully studied all the diagrams that were reproduced for me, after I had worked every mechanical problem I could lay my hands on, and after I had written out for my tutor answers to several papers on the subject set at previous examinations,—it was only after all this had been done that I felt I was ready for the final test. Fortunately, it turned out that I had more than covered the ground of the examination.

That was the last of the papers, and at one o'clock on the Friday of that eventful week I was a free man. As might be expected, the six weeks which intervened between the

close of the examination and the announcement of the result were weeks of anxious waiting ; but they were over at last, and the news came that I had not only passed, but had been placed in the first division. This was certainly more than I had hoped for.

I find that this paper has already run to far greater length than I anticipated ; but I cannot close without making grateful mention of the admirable conditions which Dr. Campbell secured for me at the university. When it was notified to the university authorities that I intended to enter for the matriculation, they did not seem disposed to grant anything like special facilities in my case. Our principal, however, took up a very strong attitude on this question. He not only asked that I should be allowed to use an amanuensis, he went farther : he showed how utterly unfair it would be to expect me to dictate my answers to a person who was unskilled in examination work, and he insisted that he should be allowed to provide me with the very best amanuensis that could be procured. In the end, the doctor had his way. One of the lady teachers at the college was told off to do the writing for me, and a room at the university was placed at our disposal for the week.

My last word is one of apology and good wishes,—apology for this slight personal narrative and all the criticisms and suggestions tacked on to it, and good wishes for *The Mentor* and the earnest-minded workers who have made it what it is. We should all make better progress in our work if every blind person throughout the length and breadth of the English-speaking world would make a point of bringing whatever was of interest in his or her own individual experience to add to the sum of the general experience of the class. And where can one do this better than in the pages of *The Mentor*?

A. PEARSON.

*Edinburgh, Scotland.*

# PRINTING FOR THE BLIND IN CHINA.

THE readers of *The Mentor* have doubtless been interested in the story told in its pages of the remarkable unfolding of the educational possibilities for the blind in China. The articles by Miss Gordon-Cumming, in the January, February, March, and April numbers of this magazine, have given a detailed account of Mr. Murray's mastery of the four thousand and more complicated hieroglyphics which form the Chinese alphabet, if it may be so called; of his helpful and intelligent sympathy being roused for the numerous and neglected Chinese blind; of his careful analysis of the sounds of the Chinese language, and discovery that there are in reality only about four hundred of them; and of his very ingenious and original adaptation of the Braille characters to represent those sounds.

Mr. Murray has added another department to his duties of school-teaching and Bible society work; namely, that of turning the Braille system of printing for the blind which he had developed, into "outline Braille" for sighted readers. His method of outlining the characters is as follows:—

•	:	••	••	•	••	••	••	••	••
‘		—	┐	＼	┌	□	└	／	┘
•	:	••	••	•	••	••	••	••	••
‘		—	┐	＼	┌	□	└	／	┘
••	••	••	••	••	••	••	••	••	••
‘		—	┐	＼	┌	□	└	／	┘
•	:	••	••	•	••	••	••	••	••
‘		—	┐	＼	┌	□	└	／	┘

Mr. Murray has had some type made for the outline Braille with which they are now printing, two blind girls composing and two distributing, their forms being handed to the printer who uses a small letter-press.

The time spent in learning to read and write the Chinese system is usually six years ; and, when we consider this fact, it is not surprising that the proportion of the Chinese able to read and write their own language is only five per cent. of men and almost none of women. The great difficulty of learning the Chinese system forms an almost insuperable barrier to any lasting progress in Christianizing the people. It needs no great flight of imagination to see in Mr. Murray's work a wedge that is to open to multitudes, both blind and seeing, the treasures of Holy Writ and the inspiration of sacred music. The blind are easily attracted to the missions ; they quickly learn to read and write, and can then teach the seeing these coveted accomplishments. Is not this an additional inducement to missionaries to come to the aid of the blind ?

The Roman alphabet is used in some missions in China ; but anything printed in that system for one dialect is not understood in another. The outline Braille being a numerical system, as Miss Gordon-Cumming explained in the April *Mentor*, can be understood in all parts of China, just as the figures 1, 2, 3, 4, 5, etc., are understood in all parts of Europe, no matter what the language is. This advantage alone is immense, but there are several others. The outline Braille characters are so much more like the Chinese characters themselves that they are adapted to the native pen and paper "as if originally designed the one for the other." With the Roman letters many diacritical marks and small figures have to be used to indicate the tones, etc. In using the outline Braille, there are only two characters per word, so the printing, if done horizontally, can be without word spaces, or it can be printed vertically, and so correspond even more nearly to the Chinese, while the Roman evidently does not lend itself to this method.

Here is an illustration of a sentence printed in ordinary English, then in Chinese with Roman letters as used in



these machines. It would be America's gift. The plea made by Miss Gordon-Cumming in the April *Mentor* has elicited but a very small fraction of the necessary amount. So great is the need, and so hopeful the outlook, if the need can be supplied, that we feel that we must make this additional appeal for Mr. Murray's enterprise. Will not some generous friends come forward with contributions, and, like Saint Paul of old, be obedient to the cry, "Come over, and help us"?

It would be a charity, but far more than a charity, in the ordinary sense. It would not only be a gift to a worthy mission, a help to a faithful and remarkably efficient and far-seeing missionary, a boon to a deplorably unfortunate and helpless class, but it would at the same time be providing a means for the education and uplifting of that class, giving them that by which they may become not only self-supporting, but also a source of help to many others.

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#### A WORD FROM A PUBLIC SCHOOL TEACHER.

COMPARISON of methods of instruction in the public schools has so modified the work done therein that much of what was regarded as essential fifteen years ago would not be tolerated in our best schools to-day, while much is required that was not then considered necessary or desirable. This comparison has come through countless teachers' associations, an ever-increasing number of school journals, and school visitation. It has led to psychological investigation on the one hand, and to a study of the relation of the school-work to the life-work on the other.

When I became a teacher of the blind, I found myself confronted with the following conditions:—

Teachers' associations (meetings of teachers of the blind representing different schools) were impracticable. Frequent school visitation could not be expected. The school journals relating to the instruction of those without sight were not very numerous, and, for the most part, were de-



voted to the interests of the institutions that provided for their publication. It seemed to me at once that these conditions were almost certain to bring about a degree of isolation that must, from the very nature of things, be unfavorable to such an advance in methods of instruction as would enable the schools for the blind to keep even pace with the schools for the seeing. I therefore most cordially welcomed the advent of *The Mentor*. In it I found the opinions and the results of experiments, of those interested in the education of the blind in every quarter of the globe. It came to me every month, full of suggestion and wise counsel. It was read to my pupils; and, better than this, I read it myself, and tried to "read between the lines." I am sure that teachers of the blind cannot afford to do without such a journal. Will they not, and especially those who have sight, come to the front in the support of this periodical? Support it with contributions to its columns and additions to its subscription list. Support it in your own interest and in the interest of the class for which you labor.

Governor John P. Altgeld has seen fit, in his political wisdom, to send me back to public school work; and the stimulus and assistance that come to me in this line of pedagogical effort through our public school journals make me realize more than ever how much the teachers of the blind need more literature that shall be helpful to them in a professional way. *Support The Mentor.*

FRANK H. HALL.

*Waukegan, Ill., May 17, 1894.*

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## WORK FOR THE BLIND IN FRANCE.

THE Association Valentin Haüy sends an interesting report which we regret that we cannot entirely reproduce. Opening with an expression of gratitude to all who have facilitated and encouraged their work,—to those fellow-laborers scattered to the extremities of France, and even beyond the seas, as well as to those who have met with them,—the report draws attention to the fact that establish-

ments for the relief of the blind should not be isolated. "The Association Valentin Haüy, in pursuing its purpose,—the amelioration of the fate of the blind,—favors the development of other enterprises already established for their assistance."

A detailed consideration of the most prominent features of the work is then entered upon, the first to be treated being

#### I. ADMINISTRATION AND PROPAGATION.

Under this head the number of new members for 1893 is given as 1,607, which brings the membership of the Association to 4,318. Among these new adherents are 110 life members.

In this connection much gratitude is expressed both for the efforts of private individuals and for the support of the press; and notice is particularly taken of the assistance rendered by the Messrs. Plon & Nourrit, who insert each year, in numerous almanacs which they bring out, information concerning the care and instruction to be given to blind children.

Mention is also made of the work of the Association in having given to those in charge of the primary teaching of Paris, alphabets and specimens of Braille writing, in order to make known the methods enabling one without sight to read and write. "We also propose," says the report, "to extend this measure to the academic museums of the departments; for the primary instructors find themselves burdened with beginning the instruction of children afflicted with blindness, and have no idea of the methods to employ." These methods, to which the Commission of Studies devotes its attention, are next considered under the head of

#### II. STUDIES AND PUBLICATIONS.

"Judge the tree by its fruits, is the principle serving as a criterion for the appreciation of our Commission of Studies. It has thus favorably welcomed certain improvements in Braille notation, while it has shown itself circumspect in regard to propositions having as an end to substitute, as a basis of teaching, other systems than the Braille.

"Nearly all these systems consist in tracing common characters in relief, in order that the seeing may be able to read this writing, which is a great advantage. Unfortunately, among the blind, by whom one would wish to have it adopted, the most dexterous only can decipher it, with much trouble and slowly; and others cannot read it at all. The difficulty comes because the touch is not quick to appreciate the contour of lines, when they are curves, and, on the contrary, easily recognizes points, especially when they form straight lines. This is the reason for the incontestable superiority of Braille over the other systems of printing designed for the blind. Unless there are new discoveries which are not as yet indicated, this admirable system will not, in practice, be replaced by any other. It is necessary to proclaim it very loudly, in order to stop the propagation of false ideas and defective systems to which it is attempted to give credit, by citing isolated cases,—properly, only exceptions which prove the rule. Moreover, persons afflicted with blindness after having passed the school age easily learn Braille, while they are incapable of utilizing other systems."

The *Library* is the next division of the report, the expense of which to the Association for the year 1893 is given at 1,106 francs, occasioned by the two thousand volumes of the library, and by their circulation in the country.

"You know," says the report under this head, "that, because of the very high price for printing in relief, our library is composed of books written by hand, by persons of good will, benefactors of the blind. Nearly one hundred copyists thus make us a gift of their time."

The library is also said to be enlarged by gifts of music printed in Braille.

The next division of the report is

### III. PATRONAGE.

"No work instituted in favor of the blind can be really profitable," says the report, "except it be completed by patronage. Blindness complicates every effort of our workers,

and hinders all their business enterprises. When they have to seek employment, to procure their first earnings, to increase their products,—in a word, when they first place themselves in connection with the unknown,—they encounter obstacles capable of paralyzing their efforts. The rôle of patronage consists in removing such obstacles, and in making easy for the blind that which they would have so much difficulty in doing for themselves. The Association is already concerning itself, in the provinces as well as in Paris, with more than five hundred blind people. Each of them occasions correspondence, visits at their homes, and efforts in their behalf. It is by the thousands that the operations necessitated by patronage are reckoned.

“Your third commission will not be sufficient unless there are added to it many auxiliary members. It is divided into five divisions, of which each occupies itself particularly with a certain class of the blind. In spite of the activity of our sub-commissions, in spite of its correspondents in the provinces, we have more than we can do, on account of the rapid development of this class of clients.

“Besides direct patronage, there is also an indirect patronage which we are obliged to give to the near relatives of the blind, as children, wife, or husband. To procure employment for the son or daughter of a blind person is, in many cases, to better his condition; but this greatly increases the number of our cares.”

The *Medical Department* is next touched upon. Under this head, the report says, “our first care should be to prevent the attacks of the enemy. We have continued to circulate a notice indicating means of avoiding ophthalmia among the newly born, so frequently a cause of blindness. 13,000 of these printed slips have been deposited for distribution in the mayoralties of twenty-five populous cities. Little by little this measure will be generalized, and we shall end by extending it to all the communes of France.”

*Patronage for Adults*,—the next division of the report,—considers several occupations, some of them but lately attempted by the blind. One of them is the making of paper

bags. "The blind, even the moderately skilful, quickly learn to make bags from paper, and easily earn from 1.50 francs to 3.50 francs, and more, a day, when the raw material,—that is to say, the paper,—is furnished them gratuitously or at a reduced price. They make common bags, used principally by the hucksters who pass up and down the streets with their little carts."

Brush-making is also mentioned, the Association having a workshop where blind women work at this trade.

The action of the railways in granting passes for the use of the blind is spoken of in this connection, "thanks to which," says the report, "our musicians, tuners, and workmen, and, in general, all the blind forced by the exercise of their profession to travel by railway, pay but one fare for themselves and their guide. The number of the permits issued by the railway companies in 1893 amounted to 282."

The manufacture of oakum from old cordage is also spoken of as a simple occupation of which the Association is just making a trial.

The number of the blind in France is placed at 40,000.

"Give work to the blind," concludes the report: "this is the best way to assist them."

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## A TEACHER'S EXPERIENCE.

TO THE EDITOR OF "THE MENTOR":

Every little while the pupils in a certain class-room ask their teacher "Has *The Mentor* come yet?" If she has a new copy, the request is, "Please read it *now*!"

They are very much interested in the letters and short paragraphs describing the work of other institutions. They watch eagerly for any items concerning their own school, you may be sure, and are much gratified when its doings are recorded.

Many lessons are unconsciously learned as they listen to the reading, and talk it over,—lessons of patience, of quiet effort, and unselfish interest in others' progress; and also,—

what some of them need very much,—that the only acceptable work is one's best work; that the continual effort must be onward; that our work must keep up with that done by the rest of the world; and that the boy or man who settles down to selfish mediocrity and nothingness is not only sinning grievously on his own account, but giving those around him a very unfair and untrue idea of the blind.

"No man liveth to himself," especially if he is a blind man. He will not, however, fully realize that, unless he begins as a boy; and the teacher must use her influence to make the boy beginner think of others, and the effect of his actions on others. If she wants interesting instances to point her morals and adorn her tales, let her read *The Mentor* to her boys; and they'll take many a lesson to themselves, all unknown to her. Perhaps, as has happened, they will come quietly to the teacher after class to "talk it over."

Perhaps they will show the results of such lessons in good earnest work and manly Christian living when school-days are past and over.

The teacher goes home for vacation. She meets old acquaintances from public schools. Mutual inquiries, and the comparison of notes, follow. Institution Teacher tries to show how she presents a subject to her class. She begins,—

"I write topic-cards, and distribute one to each scholar"—

Chorus: "But I thought they were blind!"

Institution Teacher: "Well, what of it?"

"Why, how can they read your writing?"

"Oh, I don't write script: I use a Braille-writer."

Chorus (*ff., cresc.*): "What's that?"

We get copies of *The Mentor* describing the Braille-writer, the punctograph, and the stereotyper, even show them our frame, guide, and stylus, and, when we have talked as fast as we can for a whole evening, we register a resolution, which is as follows:—

WHEREAS, The work done by and for the blind is by no means appreciated or understood; and

WHEREAS, The summer vacation is too short to educate them in this subject; be it

RESOLVED, That we hereafter distribute the best literature obtainable treating of work for the blind.

It is a great comfort to produce *The Mentor*, and say to the inquisitor,—

“Here, read that.”

AMELIA SANFORD.

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HALIFAX SCHOOL FOR THE BLIND,  
HALIFAX, N.S., May 16, 1894.

TO THE EDITOR OF “THE MENTOR”:

With your permission I will occupy the time and attention of the readers of *The Mentor* for a few brief moments, and endeavor to awaken that enthusiastic interest in the success of your magazine which, I believe, should exist among those engaged in the education of the blind.

After twenty years as a teacher in and superintendent of the Halifax School for the Blind, I unhesitatingly affirm that for the small outlay involved in annual subscriptions the school has derived greater advantages from the publication of *The Mentor* than it has ever drawn from any other source. Too often, far too often, the pages of institution reports are filled with dry details as to the cost of living and other reading matter which has no practical bearing upon the education of the blind; and, aside from these school reports, the literature upon the blind is very meagre.

The education of the blind is a world-wide work; and the importance of maintaining a first-class magazine, through which ideas can be interchanged and experiences recorded, cannot fail to be appreciated by those who have the welfare of the blind at heart.

We are wont to idealize the institution with which we are directly connected, and to believe that we occupy a place in the very front rank of progressive schools. Distance and comparative isolation tend to confirm this belief; and yet there is not a superintendent anywhere to be found who will not frankly admit that the difficulties with which he has to contend are great, that the problems to solve are numerous, and that he would hail with pleasure anything which will aid him in overcoming these difficulties or in finding a solution

of these problems. *The Mentor* has been to me a source of inspiration; it has kept me in friendly touch with many leading educators of the blind; it has made known to us all the efforts that are being put forth to improve and cheapen educational appliances; it has prompted teachers to seek higher ideals in their profession; it has awakened the ambition of pupils, and inspired them to work unceasingly for success; it has encouraged the graduated blind, and filled them anew with hope and enthusiasm; it has befriended the youthful blind among all classes; it has carried to middle-aged and elderly blind persons a light to lighten their darkness; and it has opened wide the door for missionary work in China and Japan. Surely, such an agent, such a friend, such a magazine, such a valuable co-worker, such a true philanthropist, deserves, and should receive, the hearty and cordial support of every one who claims to be a friend of the blind.

*The Mentor* requires friends: its success depends upon the number of its friends. Let us, then, superintendents, teachers, pupils, graduates, adult blind, parents of the blind, in Europe, America, and Australia, unite in giving it that support which it deserves. Write for it, subscribe for it, and ask your friends to do likewise.

*The Mentor* has exceptional opportunities and great possibilities. Let us stand shoulder to shoulder, and give it the support which its intrinsic merit deserves.

C. F. FRASER, *Superintendent.*

*Halifax School for the Blind.*

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#### A NECESSITY.

"THE MENTOR" has become a part of our work. It has passed the experimental stage, and established itself on a basis so broad and high that it commands the attention and admiration which all works of excellence deserve. Its monthly visits are awaited all over the land with pleasure, and its study is productive of much good. That we need such a magazine in our work does not admit of any argument. What more natural than that each one interested in



the grand cause of the education of the blind should desire to know what is being done in other parts of his country and the world! What more natural than that he who is especially interested in a particular direction should want a means of communication with others similarly interested! What more natural than that all who have been given time and study to the various problems of our school work should wish to know how these same problems have been solved by others in like positions! What more natural than that he who has taken upon himself cares and responsibilities unlike those that have engrossed his attention in former years should desire to learn how the cares and responsibilities have been met and cared for at the hands of those long experienced!

*The Mentor* is a necessity; and no one can hope to bring any new projected similar publication to the excellent position now occupied by it without the expenditure of a vast amount of time, labor, and money. I sincerely trust that by the time we shall have met at Chautauqua some definite plan will have been evolved, and that the cordial and earnest support of each member of the convention will be given to it. To me the matter is one of the gravest importance, and is worthy the most careful consideration of every friend of our system of education.

J. T. SIBLEY.

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## AT HOME AND ABROAD.

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### ALABAMA.

DIED in Talladega, at the Institution for the Colored Deaf and Dumb and Blind, on May 1, 1894, Professor Robert H. Spivey, at the age of twenty-four.

When nine years old, Mr. Spivey entered the institution above named, and from that time was constantly connected with it. In 1892, when a musical and literary instructor was found necessary for the State's colored blind, the board of trustees unanimously confirmed his appointment to this position. He was a master on the cornet and pianoforte, and played with skill nearly all musi-

cal instruments. Brilliant, kind, and patient, highly accomplished in literary attainments as well, he entered upon his duties with the zeal which characterized his whole life.

He will be sadly missed by the Talladega institution.

The *Messenger* says, "Our band played in the procession Decoration Day."

#### BRAZIL.

THE Blind Asylum, supported by the government, receives the liberal appropriation of \$25,000 per annum. It averages one hundred pupils, a few of whom speak, read, and write in both French and Portuguese, play the piano and other instruments, sing, sew, etc. There is a brass band among the blind boys, and the needle-work done by the girls is marvellous.

#### FRANCE.

THE Superior Council of Public Assistance, in its session of January 31, discussed a report presented by M. Lebon, a delegate to represent assistance to young deaf and dumb and young blind persons by professional education.

The council voted the following principles which should serve as a foundation for the compiling of an act of law, or of an ordinance for public administration.

I. A normal school intended to prepare candidates for teaching is annexed to the national institutions of Paris and of Bordeaux.

II. There shall be established, by districts, a certain number of national institutions for the instruction of young deaf and dumb and young blind persons.

The Minister of the Interior shall decide, among the existing schools which could be conformed to this usage, which offer the necessary security.

III. Without professional instruction no one can be admitted to teach in an institution for the deaf and dumb and for blind persons without having obtained one of the commissions established by the Minister of Public Instruction, and a diploma given by a special committee.

IV. The instruction shall include intellectual, professional, and agricultural teaching, according to the aptitude of the children.

There shall be each year an examination for classification.

V. The expenditures relating to the instruction of the deaf and dumb and the blind poor shall be at the expense of the State,

of the departments, and of the communes, in proportions to be subsequently determined.

The expense of the pupils of the Assistance shall remain, nevertheless, in the care of the department.

VI. In connection with each of the schools for the blind and the deaf and dumb there shall be established a committee of patronage which shall include the director of the school.

#### IOWA.

IN November, 1893, Linnie Hagnewood, a girl of fourteen, who has been deaf and blind since she was thirteen months old, was admitted to the College for the Blind.

Her parents are people of limited means, and, having a family of small children, were unable to provide Linnie with instruction of any kind beyond what her mother could give her. She was taught, however, to use about three hundred name-words by means of the manual alphabet. Physically, she was a well-developed girl, but had very imperfect control of her body, being dependent in all her movements.

From the first she manifested an eagerness to learn, was filled with a spirit of investigation, and displayed such mental ability that she immediately won her way to all hearts.

A senior student was given special care of her, and she was sent to the work-rooms and kindergarten with the regular classes. Here she is continually surprising her instructors by the neatness and accuracy of her work and the rapidity with which she comprehends a new idea. Her knitting and crochet work are almost perfect, there seldom being a flaw.

In the kindergarten her work is among the best; and no kind of work has been given her yet that she does not take up immediately, and, after a little help, do by herself, displaying a reasoning power and capability almost equal to any girl of her age.

She is now able to read the raised print, and to count, and goes from room to room, both upstairs and down, unaided. Her development has been so marked, and her progress so rapid, that her kindergarten teacher has made arrangements with the county by which her expenses are to be paid, and she is to receive special instruction during the summer months.

#### MICHIGAN.

I THINK I may safely presume to voice the general sentiment of all readers of *The Mentor* in the State of Michigan, when I say

that we greatly deplore the loss the magazine has sustained by the recent death of its talented and generous-hearted editor, Miss M. W. Sawyer, whose best thought and interest were given to the general well-being of the blind. She manifested her power through its columns, and contributed many timely articles which could but do good everywhere, and arouse the ambition that might by chance wait for encouragement. Her generous spirit will be felt for a long time; indeed, her influence will never die.

I am glad to know that the loss the magazine has sustained has not interrupted its publication; but its friends will realize the necessity of doing all in their power to sustain the reputation it has already made, by sending for its columns something of general interest to the blind.

Our pupils enjoy *The Mentor*; and our Superintendent, Mr. E. P. Church, has taken it upon himself to read it to them. As the music journal is to the music scholars, the art journal to the art scholars, so is *The Mentor* to the blind. It brings us all into one common bond of sympathy in matters touching our common interests, both in our professions and trades. It teaches us what has already been accomplished by other blind, and tends to rid the mind of the idea that we are by nature a class incapable of helping ourselves. Not all can become proficient in the art of music, not all in carpentry; but, if we fail in one direction, we may succeed in another.

To the end that our pupils shall have the best that can be afforded, our board of trustees have taken upon themselves the duty of finding out the various avenues now opened to the blind, by personally visiting sister institutions with the purpose of ascertaining what is best for our pupils; and to the furtherance of this end it is reported that they will soon visit the school at Philadelphia, where a greater opportunity is given for the acquirement of necessary information in the line of trades.

Our Braille stereotype-maker is already at work; and over one hundred pages of literary matter have been turned out, both in primary and advanced work. Maxwell's grammar is now in process of publication, and will soon be ready for class use. Musical publications have been only begun, but we hope soon to advertise through the columns of *The Mentor* what we have in stock for sale or exchange.

Preparations are being made for the closing concert on Monday evening, June 18. The annual review will take place the week before.

A. C. B.

## NEW SOUTH WALES.

FROM the report for the year 1893 of the Institution for the Blind, Albert Road, Strathfield, we take the following items :—

The number of persons whose names are on the books of the Home-Teaching Department (exclusive of the 27 inmates of the Industrial Home and Retreat Department) is 249,— 169 males and 80 females,— of whom 137 are readers and 112 non-readers, their ages varying from eleven to ninety-one years.

The annual social gathering of the blind of Sidney and suburbs took place at the Temperance Hall on January 24, when a novel feature was introduced in the form of a competition in vocal music, embossed writing, reading, and reciting; a silver medal suitably inscribed being awarded to each successful competitor.

The census of 1891 gives the total number of the blind in six of the Australasian colonies, not including South Australia, information from which is not yet available, as 2,428.

## NOVA SCOTIA.

MR. EDWARD BAXTER PERRY, the great American pianist, gave two of his lecture-recitals in Halifax a few weeks since, and made a deep and lasting impression upon those who had the good fortune to hear him. In Mr. Perry's case the lack of sight has proved no obstacle in his pathway; and the artistic skill with which he renders the masterpieces of music prove that he has reached the top rungs of the ladder leading to success.

During his stay in Halifax Mr. Perry was the guest of Mr. C. F. Fraser, Superintendent of the School for the Blind; and the pupils were favored with a special piano recital and a stirring address, in which Mr. Perry, in forcible language, urged the necessity of the pupils setting for themselves high ideals, and working persistently until these were attained. The inspiration of his visit cannot fail to be of direct advantage to the school, and the impression that it has made upon the public of advantage to the graduates.

## PENNSYLVANIA.

PHILADELPHIA.— The morning of the last Saturday of May has been fixed upon for our first special working exhibit of school work. The object of the exhibit is to start the idea among Philadelphia's teachers and citizens that the school training of the blind may be carried out as normally and systematically as among seeing chil-

dren, and with essentially the same methods and appliances. Departmental teaching will find no place in this exhibit. There will be shown only the co-ordinated subjects and work of every school grade each in its own class-room. This year we have carried out to an unusual extent the principles of "Education by Doing." Each teacher has kept the accepted work of every one of her pupils; and all these tangible results, properly labelled, will be laid out for inspection, while in the same rooms a few of the pupils of each grade are engaged in doing the same kinds of work from memory.

The annual calisthenic exhibition will take place this year on the evening of May 29.

The operator of our stereotype-maker has broken the record for speed which he had made previous to the time at which the school report was issued. He has lately written the following forty-four words and punctuation-marks from *Robinson Crusoe*, with full spelling, in sixty seconds:—

"Pulling out my glass, I looked and saw plainly the place where they had been, but no appearance of them or their canoes. So they were quite gone.

I then took my man Friday with me, giving him the sword in his hand, with "

"The ninth annual concert given by the pupils of the Pennsylvania Institution for the Instruction of the Blind was given last evening under the direction of the principal instructor in music, Dr. David D. Wood, the organist and composer. It was the most successful musical affair in the history of the institution, and the spacious hall was crowded with an appreciative audience.

"It can be truly said that the proficiency of these blind pupils often approaches the remarkable. They play and sing like veterans; and their work is marked by a precision that is almost perfect. Mr. Wood's associates in the work of musical instruction are Adam Geibel and Madaine Emma Suelke; and there were unmis-takable evidences of their intelligent work."—*Philadelphia Ledger*.

#### TENNESSEE.

We are glad to record the success of Mr. J. M. Baker, of Trenton, as County Superintendent of Public Instruction, showing that lack of sight does not hinder one from filling this responsible position.

Mr. Baker graduated from the Tennessee School for the Blind in 1889, and was first elected as superintendent in 1891. Re-elected in 1893, he is now filling his second term. The public school

system of the county is said to have made rapid progress under his administration.

He submits his annual report to the court by reading it from a Braille copy. In his correspondence he uses a Remington typewriter.

#### TEXAS.

THE report for the year 1893 for the Texas Institution for the Blind has just been received. During the last school year 171 names were enrolled. At the end of the school year, June 9, 1893, 6 persons graduated and received diplomas; 1 received certificates of proficiency and honor; and 10 were given certificates of proficiency upon finishing the trades of the Industrial Department. There was a class of boys learning the different industrial trades, such as mattress-making, broom-making, seating chairs with cane and rattan, who were not students of the school-rooms. Many of the girls took lessons in sewing, cutting, and fitting, and in crocheted work. Nearly all of the pupils studied music. A few took lessons on the Caligraph Typewriter. Mr. F. J. Dohmen, one of the graduates, totally blind, is now attending the State University, taking a full four years' course for a degree. He was allowed, because of merit, to enter the Freshman Class in mathematics without examination.

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#### EDITORIAL NOTES.

LOUISVILLE, May 17, 1894.

THE next meeting of the Trustees of the American Printing House for the Blind will be held at Chautauqua, N.Y., at 2 P.M., Wednesday, July 18, 1894.

The following amendment to the By-laws has been proposed by Dr. John T. Sibley for consideration at that meeting:—

WHEREAS, The three systems of embossed printing known as the "Braille," the "New York Point," and the "Line Letter," are each established upon a firm basis in the Schools for the Blind in America; and

WHEREAS, It is the opinion of this Board that all efforts to agree upon a single system are fruitless, and should be abandoned; be it therefore

RESOLVED That the Congressional Subsidy Fund, controlled by this Board, and since its creation used by the American Printing House for the Blind, be divided into three separate parts, to be expended in the publication of books in the three systems named, the amount to be expended for each system to be determined as follows: Each member of this Board shall be entitled to as many votes as there were pupils in the school over which he presides during the term immediately preceding the meeting of the Board; the vote of each member to be cast for any one system, or divided and cast for two or three as he may elect, and the ratio of all the votes cast for any one system to the grand total of votes cast shall determine the proportion of the fund that shall be expended for that system.

B. B. HUNTOON, *Secretary*.

That such a resolution should be offered is not a surprise. It was inevitable; and it is the result of a well-organized and persistent effort to foist upon the blind of this country one system of printing, to the exclusion of all others. The generous, and impartial purpose of the government has been defeated; and a large portion of our schools have been denied the right to choose the type which, in their opinion, is best adapted to their needs. If, as the resolution indicates, all farther attempts to unite in the adoption of one code of tangible writing and printing will be fruitless, the proposition contained in the resolution is eminently fair and just. It does not claim superiority for any system, but seeks to give to each a fair chance, leaving the question to the operations of the law of the survival of the fittest.

Opposition to so reasonable an adjustment of this matter would seem prompted by prejudice or lack of confidence in the system which it seeks to establish. Offering an easy solution to a question which has caused only wrangling and discontent, we are confident the resolution will be adopted.

\* \* \*

THROUGH the kindness of Mr. Wait, we are able to make the following announcement:—

In order to enable members to attend the meetings of the National Teachers' Association at Asbury Park, July 6 to 13, the meetings of the American Association of Instructors of the Blind will, by request, be held at Chautauqua, July 17, 18, 19, instead of July 10, 11, 12.

WILLIAM B. WAIT, *Chairman Executive Committee.*

\* \* \*

THE "new education" has probably done more for youthful blind persons than it has for youth in general. In all progressive schools for the blind the day of fatiguing rote work has passed and gone, and in its stead the morning sun of modern scientific methods is shining brightly. Mr. Cram and Miss Memorize are no longer employed upon the teaching staff, their places having been taken by earnest men and women, who regard the acquisition of knowledge as a secondary matter to the development of mental power. Teachers of the blind in all parts of the world should read the science of the times, and be prepared to keep abreast of the "new education."

\* \* \*

IN connection with the article "Printing for the Blind in China," found in this number of *The Mentor*, we wish to say a few additional words concerning Mr. Murray's work.



Until very recently the efforts of the missionary in that country were confined to the seeing, because of the great ignorance and degradation of the blind of China, which made any attempt to reach them seem hopeless. Mr. Murray, however, has surmounted the apparently insuperable obstacles, and has not only reached and greatly benefited these hitherto neglected people, but the blind have become the teachers of the seeing! Here is a work and a worker worthy of our respect and assistance.

Miss Gordon-Cumming of England is endeavoring to provide him with a school-house. Shall we not also show our generosity by coming to his aid?

America boasts that the proportion of her blind able to earn their own living is greater than the proportion in any other country in the world. Surely, they have much to be thankful for; and can they manifest it more fittingly than by furthering Mr. Murray's efforts?

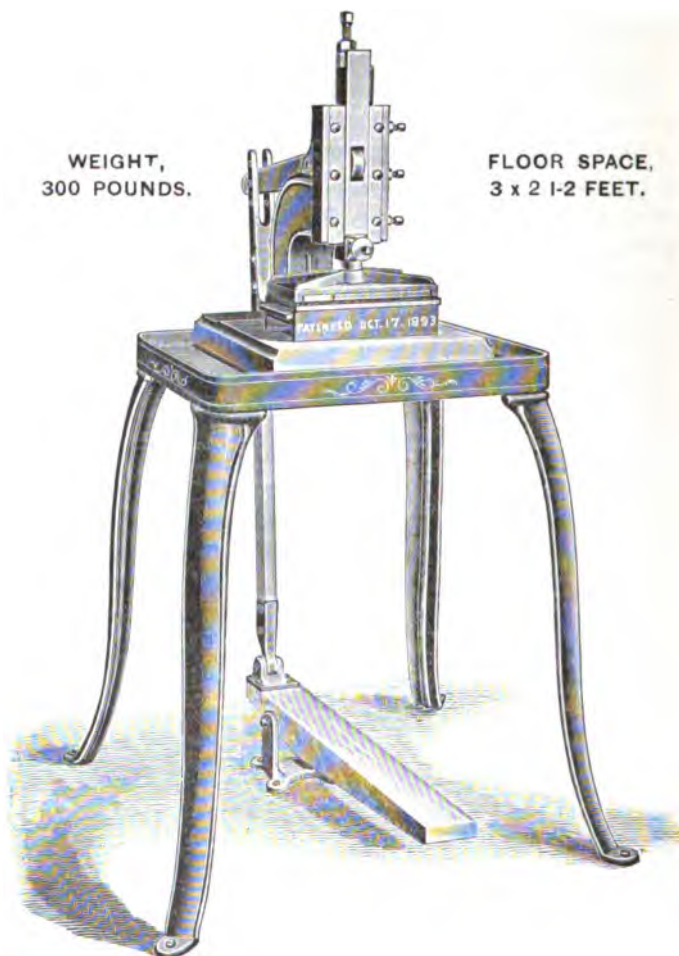
We will tell you how this can be done. Printing apparatus is needed. Without it the work must be slow and tedious. Now, we have scarcely a school child so poor that he cannot spare a nickel. Let the superintendent of each school for the blind in this country bring this matter to the attention of the pupils in his institution. \$200 will supply Mr. Murray with a stereotype-maker and several Braille-writers, and this sum divided among the 2,500 and more blind children of our schools leaves for each a very small amount.

Shall not the printing machines needed by the blind of China be sent as the gift of the blind children of America? Contributions may be sent to J. W. Smith, office of *The Mentor*, South Boston, Mass.

\* \* \*

FOUR-FIFTHS of those who are deprived of sight lose their vision after they are twenty-one; and hence, while governments and philanthropic societies are doing much for the education of the blind youth, scarce anything is being done for the assistance and improvement of those who lose their sight after reaching maturity. True, we have our workshops for adults, and here and there homes for blind women. But these by no means meet the needs of the great army of helpless, hopeless blind persons which exists in this country. The real question to be considered by the friends of the blind is, "How can we best serve the great majority of those who lose their sight?" This we purpose answering in our next issue.

# ORNDORFF DRY PRINT



WEIGHT,  
300 POUNDS.

FLOOR SPACE,  
3 x 2 1-2 FEET.

## FOR THE BLIND.

PATENTED OCT. 17, 1893.

THOMAS C. ORNDORFF . . Worcester, Mass.

# THE ORNDORFF METHOD OF DRY PRINTING FOR THE BLIND.

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Patented Oct. 17, 1893.

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This method differs from all others in four respects.

First, the paper is embossed dry, which leaves it as flat after embossing, as it was before.

Second, it is embossed without the use of the rubber blanket.

Third, the entire page is embossed by a simple pressure of the foot.

Fourth, it is embossed directly from the composition plate without the intervention of electrotypes or copper plates.

The composition plate consists of a hard rubber plate, one-fourth of an inch thick, and of any desired size. The plate is perforated with holes to meet the requirements of either the New York point or the Braille system. The rubber plate is attached to the bed plate, which is movable from the press. The rubber plate and the bed plate combined are known as the composition plate. The bed plate is so arranged that under the rubber plate is a movable base plate. By raising this base plate, all the pins that enter into the composition can be instantly raised above the rubber plate one-fourth of an inch, allowing easy and rapid correction of errors or of any change that might be desirable to make.

The pins used are one half of an inch in length and  $\frac{1}{8}$  of an inch in diameter, and are rounded at both ends, so that either end may be inserted in the holes.

The process of composition consists solely in placing the pins in holes that form the letters desired to be produced in either system.

The bed of the press is so arranged that the composition plate may be removed as often as desired, and returned to exactly the same position. Every press, before it leaves the factory, will be adjusted for perfect work. The pressure plate is attached to the movable arm of the press that is worked by a foot lever; and the lower face of it is large enough to cover the entire face of the composition plate.

To the lower face of the pressure plate is attached a metal sheet containing pits that exactly match the holes in the rubber plate, so that, when the pressure plate is brought down by the foot on the lever, each pin enters a pit directly over it; and, as the paper is between the pins and the pits, perfect embossing ensues.

In the space between the composition plate and the pressure plate the paper for embossing is placed. The adjustable guides can be set for any sized paper, so as to bring the embossing on any part of the paper desired.

The price of the outfit will be governed by the size of the composition plate required.

Samples of work and photographs of outfit will be sent to any address upon application.

Correspondence is solicited with institutions and individuals.

THOMAS C. ORNDORFF.

P.O. Box No. 501, Worcester, Mass.

We are now prepared to furnish bound or unbound volumes of *The Mentor* for 1891, 1892, and 1893. Price for volume, with library binding, leather backs and corners, \$1.50. Unbound volumes, \$1. These will be sent postpaid on receipt of price. A copy of this magazine should be found in every public library, and in the hands of every person, seeing or blind, interested in the cause to which the magazine is devoted. Every dollar received from the sale of these books will be spent in efforts to increase the usefulness of *The Mentor*.

\* \* \*

MISS ELIZABETH STHRESHLEY, the inventor of the punctograph, is now prepared to furnish these machines on the terms given in her advertisement, which may be found in another column. Miss Sthreshley has spared no time or expense in bringing this point-writer to its present degree of perfection, and we trust she will find a ready sale for this product of her genius.

\* \* \*

A NEW machine has recently been brought to our attention, known as "The Garland Point Writer."

The advantages claimed by Mr. Garland for this slate are: —

1. Any kind of point used by the blind can be printed on it.
2. The work is done with far less labor than on any other.
3. Its size (10 x 3½ x ¾ in.) and the supply of paper for immediate use, which it holds, make it a convenient *pocket slate*.
4. Its cost. It can be sold for \$1.50.
5. Roman point, which can be easily printed on this slate, enables the blind to correspond with any one who can read ordinary print.
6. If the work should be interrupted before a word or line is completed, it can be resumed again without difficulty.

Its inventor thinks that it compares favorably with other point apparatus, and that quicker work can be done on it than on the New York point or Braille slates.

The specimen of printing made upon this slate, which was sent for our inspection, is very creditable.





DRAWING FROM DICTATION BY MEANS OF BRASS-HEADED  
TACKS ON CUSHIONS

# THE MENTOR

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SEPTEMBER, 1894.

No. 7

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## HOW DRAWING CAME TO BE TAUGHT IN THE PHILADELPHIA SCHOOL FOR THE BLIND.

THREE years ago there were in one of our classes a number of boys who were very fond of poetry. They memorized many pieces, and took great pleasure in writing them out, getting their friends to send them verses, besides those given in class dictation. When the boys began collecting and binding their papers, some original young mind conceived the idea of arranging certain characters in a row across the foot of the last page, to make a neat "border." The New York point slate he was using lent itself kindly to the plan, and the result was a very pretty "checker-board" pattern, of alternate "block-outs" and blank spaces.

This discovery made quite a sensation in the class, and the other boys amused themselves by experimenting until we had quite a variety of original designs, such as diamonds, stars, and crosses.

Seeing the pleasure it gave, and the extra pride the boys took in their papers, the teacher advised that each completed paper which was to be kept should be finished off in this way, and besides made up some simple patterns to encourage those boys who, for some reason, did not take to this novel and rather droll phase of artistic development.

The class was composed of boys who entered the school before the kindergarten had reached its present stage of development; and to them it was a new idea that there was a pretty, decorative work which they could do, and which their friends could see and admire. One boy worked happily all one Saturday afternoon, then hunted up his teacher to show her what he had been doing,—an upright Latin cross, on a sloping base, with little triangular figures in the upper cor-

ners of the sheet. It was symmetrical, in the very middle of the page, and done by an absolutely blind boy. Evidently, these point slates had a mission.

The next year the classes had been rearranged; but the teacher found many of her old pupils in her new grade, and decided to try an experiment. Braille had become the order of the day for class-work; but the teacher procured a quantity of point slates and the necessary permission from headquarters, and proceeded with her plan.

She first gave a little talk to the class on the subject of *lines*. Bits of string, bent wires, the edges of the desks, served as illustrations; and the pupils were led to see that a straight line is the shortest distance between two points. Then they were led to notice horizontal and vertical positions of objects in the room. The teacher showed them how to draw a straight, horizontal line on a point slate, starting at one end of a line and carrying "block-outs" to fill out the required length.

At the end of the hour there was a pile of papers which looked rather unpromising,—just rows of "block-outs," that was all, not all of them straight, either; but the pupils had been led to observe the objects around them, and had taken the first step toward representing what they observed. Parallel lines followed, then vertical lines, and angles; and it was found that any straight-line figure could be drawn on a point slate. The cells being evenly distributed over the slate made it possible to get a very symmetrical drawing. The pupils went on learning the technical terms used in each new lesson; and once in a while they were required to rise and hold their arms in different positions,—horizontally, vertically, and at different angles to the body. Then they were invited to make more original patterns, and succeeded nicely, bringing in full-page designs, the best of which were kept.

This was pleasant and profitable, but still the plan had its disadvantages. It could be used only by the more advanced pupils, the judgment and calculation required being considerable, and a curved line could not be drawn. The work had served its purpose in arousing the pupils' interest and giving them an idea of the first principles of draw-



ing ; but it would never be useful to the pupils in class-work or in general outline drawing,—there were too many limitations.

Another teacher devised a different plan. Cushions were made by filling very shallow wooden boxes with excelsior, and covering them with blue denim. Gilt-headed furniture tacks of different sizes were procured, and pupils all over the school experimented with these. It is very easy to place a row of furniture tacks across a cushion, making a line ; very easy to take them out and do it over, if the line is not right.

The pupils throughout the school had also begun modelling in clay, sand, and putty. Very simple work was done for the most part ; but it showed an increasing knowledge of form, and the results, on the whole, were encouraging.

Last year the drawing and modelling lessons became a part of the regular work. The pupils in the class mentioned above had the advantage of knowing what they had learned with their slate work, and so were enabled to make fair progress. The drawing lessons were continued through the year by means of the cushions. Lessons in outline drawing were given from the Prang course, and the drawing was used as an aid to the study of geography. Rulers were provided with notched edges, so that, a scale of miles being determined upon, the class could readily follow the teacher's dictation. The diagrams and directions for map-drawing were taken from Warren's Geography. The triangulations were carefully drawn with bent wires from dictation, the ends of the lines being lettered in Braille with tiny brass pins. Brass-headed tacks were used for the outline, and the drawing proceeded.

As the details were filled in, tacks of different shapes and sizes were used to locate cities, rivers, railroads, and mountains, and strings to mark limits of vegetation and productions. The class then journeyed in imagination through the different continents, filling in details as they went along.

With the drawing went modelling and nature-work and form-work. The Prang models were used, and the class proceeded to represent the different objects around them, to draw and model constantly from the objects brought to illus-

trate their class work. Some of the pupils went so far as to draw and model from memory leaves or other things, in order to make plain to the teacher forms which they had been unable to describe in words.

In this paper I have endeavored merely to show how this drawing of graphic representation was developed in a single grade. It has been a help and stimulus in every way so far. Would it not be a beautiful thing if it should lead to that which has been so generally withheld from our pupils, — the development of the artistic sense?

AMELIA SANFORD.

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### SYSTEM *VERSUS* INDIVIDUALITY IN THE EDUCATION OF THE BLIND, IN BOTH LOCAL AND NATIONAL REFERENCE.

#### BRIEF SUMMARY BY THE AUTHOR.

THE new superintendent, who is so unfortunate as to be called upon to speak on a special line of education, and with little experience on that line, should protect the nerves of his audience as well as his own by confining himself to facts in general education. That is why I have chosen a subject of such a general character. I have wished to use the sheltering cover of the universal,—a course not unknown, at least, in many departments of thought.

There is another reason for this choice. It is that the general, as contrasted with the special, admits us to the universal law and nature of that which we are considering; and the perception of this law assists local vision. The law in this case is that of the organism. Our institutions for the education of the blind are social organisms. They exist *by means of system*, and *for individuals*. The proper union of system and individuality in an institution creates the organic unity necessary for its true life, and the perception of the law of the organism of which I have spoken is the perception of this unity.

It is on account of the possibility of this perception that the novice in our work is not entirely alone. The man who

is trying to find the true relation of system and individuality in one of our schools for the blind does not stand in an isolated position. Society has been trying to do the same thing that he is attempting since modern civilization began, and, the more modern the civilization, the more difficult the task. Philosophy, too, has been trying to do the same thing from the time of Plato to that of Herbert Spencer; and religion has been trying to do the same, in its various theological theories, from the time of India's mystic oneness down to the latest differentiation in the Christian materialism of to-day.

What, then, is the law of the organism, or, more particularly, of human organization? Is it not order in an aim,—the harmony of parts for a purpose? That purpose in a human organization is individual growth, or the perfect development of its parts; and out of the expression of that purpose in visible rules grows system. Every institution for the blind exists for that purpose. Each represents one form of nature's universal effort in growth. "Man's chief end" is not different from that of all other things. It is to get his growth, and to so combine with other individuals seeking the same as to assist independent growth in all. If this be true, it lays out our work, which is, first, to make a careful study of each individual child in our institutions, and ascertain his or her natural bent. We start with the individual to determine our true system. This does not spring up in the brain of the superintendent, ready made, but grows up in the soil of experience, and is planted therein by the needs of individual pupils.

If the law of the organism be order, that order which is "Heaven's first law" in all the universe, still this law of order does not descend from above, but is built up from below. Human rights do not exist before society, and codes of morals do not antedate man; but both are the expression of that order by which organic wholes exist by combination of individual parts.

This relation of the individual to the system of things might be stated in other words, as follows: The system, or society, has a moral claim upon the individual: the individ-

ual has an intellectual claim upon society. The former demands conformity to order, the latter demands freedom; and the order to which intellectual freedom can conform can only be one that is built up from the side of intellectual needs in individual development.

This freedom of the individual can only come by following the natural bent of the mind, and in the majority of cases this is more easily discovered in work than in study. We must find out what each pupil can do best; and right there we are apt to find the pathway to its intellectual and moral best, and to the development of that which we call character. The mental apathy of many a blind child has been broken up by finding out that it can do something in work requiring skill. Starting with the kindergarten and the gymnasium, and following along the line of manual training, we reach true individual growth. Inciting ambition along this line, and also the willingness to grant to others that which we desire for ourselves, we build up the natural system.

The basis of moral relations in the system employed in the Kansas Institution for the Blind is the rule of Emanuel Kant, paraphrased as follows: "Make the lay of your conduct such as could become a universal law." It works well. It means that if order, and system, and society in general, would be destroyed if all should lie, or steal, or violate any of the rights of others, then no one belonging to that organization can do any of those things without seeking its life. We teach our children, in making special requests, to consider first what would be the effect upon the school if all were to be granted such requests. This protects system from the natural encroachments of individuality.

So far I have spoken of our subject in its local reference, or as it applies to single institutions. What has it to teach in its wider reference to this National Association? Each one of our institutions has its own individuality. We emphasize our pet studies, our particular trades; and then, strange to say, we read and write in different languages. The latter fact creates antagonisms, and presents serious difficulties. What can our subject suggest to us on this

point? In its local reference it has already suggested that, as the local institution exists for the growth of the individual pupil, the true system must be built up from the individual side. If we apply this idea to the relations of the single institution to the National Association, it will not suggest that in our widest co-operative work we are to try to build up the individuality of the several institutions. They are only half-way houses between the individual pupils throughout the country and the national system which aims to accomplish the highest good of all. The development of the individual pupil is still the aim, however high we go in the scale of organization.

Apply this idea to our conflicting theories regarding line letter type, New York point, or Braille. The moral demand upon our several institutions in this is not for more individuality, but for the power to set aside self and theory, and to look for the highest good of all the blind of our country. It is perhaps difficult for us to reach this disinterested state of mind; but here, where logical argumentation fails, the "logic of events" steps in, and clears the way. We shall not decide this question, but our pupils and the blind men and women of the country will. Our arguments are powerless: they are hushed at the approach of the inventor. Our machines for rapid writing and printing, placed in equal competition for the suffrages of the blind, will hold their own arguments; and the blind men and women of the country will be the umpires and judges, whether we say yea or nay.

And the same of all questions of dispute. The blind will settle them from the side of individual needs in growth; and out of a keen consciousness of these needs, and out of the co-operation of independent men and women eagerly seeking this growth, will grow up a national system of individual helpfulness by means of this Assembly, just as the true local system of which I have spoken grows up out of the co-operation of the members of single institutions, eagerly struggling for individual development.

REV. W. G. TODD,

*Superintendent Kansas Institution for the Blind.*

## COREA — JAPAN — CHINA.

COREA is bounded on the north by Manchuria, east by the Sea of Japan, south by the Strait of Corea, which is only seventy-five miles wide and separates it from Japan, and on the west by the Yellow Sea, which separates it from China. It is about the size of the island of Great Britain, is a country of mountains, and contains no district that could be properly described as a plain. Like mountainous countries generally, it has many rivers and streams, a more even climate than the continent of Asia, and the temperature is higher in winter and lower in summer than the same latitude in Europe.

Since 1122 B.C. it has been claimed as an integral part of the Chinese Empire. In 1392 A.D. the present dynasty was founded. In 1506 a war was begun with Japan which lasted until 1544; and in 1597 the Japanese prevailed, sending one hundred and sixty-three thousand horsemen into the country, and occupying three-quarters of it, though the Coreans were assisted by two Chinese kings with one hundred thousand horsemen. The treaty of peace was signed in 1615, but only on hard conditions for the Coreans. As late as 1790 the new Corean king had to send an embassy to Japan to announce his accession.

Christianity was introduced into Corea by Nitektso, who formed an original Christian sect, of whom the Roman Catholics soon heard, and entered the country. In 1831 the pope appointed a vicar apostolic, but in 1866 the last Europeans were expelled. The Coreans burned several American vessels; and in 1867 this country sent Commodore Scheufeldt, but he accomplished nothing. In 1870 Admiral Rogers sailed up the river to the capital, silenced the forts, but could not surmount the political difficulties.

Since 1875 the country has been opened to foreigners; and the Japanese succeeded in getting a treaty permitting them to send a permanent resident to the capital, to open three ports to Japanese trade and all ports in the country to the entrance of Japanese vessels in distress. Also, per-

mission was given to Japanese mariners to survey the Korean coast. The Americans secured similar privileges by a treaty concluded in 1882. England and the other powers have successively done so since.

In former ages China controlled the whole of Eastern Asia, Siberia, Siam, Anam, Burmah, and Corea. These countries have maintained virtually an independent government; but since the time of Genghis Khan, A.D. 1218, the kings of Corea have, as a rule, received investiture at the hands of the rulers of China on ascending the throne, but in course of time this ceremony has become a mere formality. Meanwhile China has asserted her authority from time to time.

The cause of war between China and Japan is that, while China maintains that she must be consulted with respect to all national and international questions concerning Corea, she will not be responsible for its government, and in 1876 disclaimed all responsibility for it. The immediate ground of offence which has led Japan to declare war is that Corea has not complied with its treaty provisions, and that the government is either unwilling or unable to protect Japan's national, commercial, and individual interests in harmony with the treaty of 1875.

The fact that Japan began war without previous notice, and while negotiations were still pending, deprives it to a considerable extent of sympathy; but the claims of China to sovereignty, taken in connection with its inconsistent denial of responsibility and its habitual delays, are irritating.

The Korean government for many years has been marked by instability, and by a failure to keep order and protect the citizens of other countries who may be domiciled within its borders, or be transiently, for business or other purposes, within its territory. The King of Corea is an absolute monarch, and has the power of life and death at will over every person in the land. It is considered sacrilege to utter the name which he receives from his suzerain, the Emperor of China, who invests him with his crown. The name by which he is to be recorded in the annals of the country is not given to him until after death, when his successor desig-

nates him for immortality. Every man on horseback as he passes the palace must dismount. Whoever enters his presence must fall prostrate. If any one touches the king with a weapon of iron, it is high treason ; and a king in 1800 died of an abscess rather than be touched by a lancet. If any subject is touched by the king's hands, "the honor thus conferred must be ever afterward commemorated by a badge."

The established creed is the doctrine of Confucius, though Buddhism was introduced into the country in the fourth century of the Christian era, and for ten centuries was the official religion. The Buddhists are still there. Corea has many peculiar superstitions. Almost every event is the sign of something. Serpents are regarded with awe, and are fed as regularly as domestic animals. Ancestral fires are preserved by every housewife. The most numerous class of professional people in the country consists of astrologers and fortune-tellers. Like the people of most other Eastern countries, they think that blind people are seers ; and in the capital these blind seers are formed into a regular corporation recognized by law, and make a large revenue by discovering secrets, casting out devils, and prophesying future events. In casting out devils they create a tremendous racket to frighten them, and finally catch them in a bottle and carry them off in triumph.

The difference between Japan and China as respects preparation for war is great, the former being almost as well prepared as a European nation, and the latter not as well prepared as it would have been a few years ago, owing to the deterioration of its navy. Despatches are confused ; but the first successes generally must be expected from Japan because of its proximity, its greater readiness, and its enterprising character. But, as in former wars, it is quite likely that China will be whipped into efforts which, when it is fully aroused, will crush its opponents or enable it to secure conditions.

Grave international complications may arise. England is the ally and friend of China; Russia the friend of Japan. The relations between Russia and China are always strained. Siberia borders China all the way from the northern slopes



of the Great Plateau of Central Asia to the shores of the Arctic Sea, a distance of more than thirty-five degrees of latitude. The maritime region next to the Sea of Japan was ceded to Russia by China in 1860 under pressure, and Russia now owns and uses as a penal settlement the high forest-covered island of Saghalian (otherwise Sakhalin), which is larger than Ireland.

The commercial relations of England with China are such that their interests are identical, and England is strongly inclined to interfere. Russia, however, will not brook this. With the causes of irritation that exist between England and Russia in Central Asia, should either take a hand in this conflict, a European war would result. This fact, however, will tend to keep both out of the conflict.—*Christian Advocate*.

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#### DR. RANGER.

IN my sketch of Mr. McNeile I have traced the career of an earnest and gifted pastor who has charge of a Yorkshire parish, and about whom, as some may fancy, there hangs, like the draperies of his profession, the *otium cum dignitate* of clerical life. Dr. Ranger has chosen for his own the strenuous lot of a London solicitor. Very different was the nurture of Mr. McNeile from that of Dr. Ranger. The former, when first I knew him, was the son of a dean. Dr. Ranger came to Worcester from a home where buoyant self-reliance and indomitable energy were hereditary. These qualities were chastened and enriched by the delicate and sweet Puritanism of a saintly mother. Reared in scenes of mercantile affluence, Dr. Ranger brought to the college some of those aptitudes which furnish to England her peculiar greatness. From the first he had a bright and tender hopefulness, affability, and mental clearness. These gifts made him at once very popular. He had, too, something of Puritan resentment against overmuch control, and of Puritan suspicion toward the clerical order. His ideas were fresh and free, his views comprehensive, his social affinities many and not fastidious. He had been directed to the college by

one of those fortuities under which God's good providence is often veiled.

I can remember now the spot on the oak staircase in the Commandery, the picturesque old house where the college then was lodged, at which I first shook hands with my dear and distinguished friend.

When Dr. Ranger first came to the Blind College, he had no clear idea about his future. I have frequently heard him declare that what he chiefly owes to the college is that there he gained this idea. It gradually became a hope, a possibility, a resolve within him, to make his future, should God permit, a success. In all things it is the idea which governs the world. The institution which implanted this idea in the bright and energetic nature of Dr. Ranger may well deserve his thanks. He resolved to go to Oxford and set patiently to work upon Greek and Latin and other subjects comprised in what is aptly known as "smalls." I well remember his early efforts in *Hecuba* and *Alceste*. Classics were not his forte, and I had the honor of helping him over some difficulties in these Greek plays. He passed both "smalls" and "moderations"; and then, by a choice made under the happiest intuition, he turned to the science of the law.

From time to time during the two years which were occupied in reading for his degree he revisited the college, and amazed us by the copious vivacity of his dissertations on Hindu customs, the utilitarian theory, or the *Patria Potestas*.

It was patent that he had inaugurated a new and promising epoch in the studies of the blind. Vague hopes ripened steadily into a settled expectation that he would get into the first class in the final examination. The expectation was realized. Three distinguished examiners awarded him the highest honors of the schools; and the public voice swelled the congratulations of his friends upon a distinction without a precedent. Six months later he was again placed in the first class of the examination for the degree of Bachelor in Civil Law, and in due time he proceeded to the dignity of Doctor.

This brilliant prelude, unlike many brilliant preludes, has

had a worthy sequel. Dr. Ranger at once applied himself to the practical elements of his profession. He was articled to a well-known firm of solicitors in London, and, having learned the secrets of the gainful craft, set up at last in practice for himself. Even in the city where academical distinctions, though few and far between, do not count for very much, the phenomenon of a sightless attorney who had twice taken the highest honors at Oxford, caused the semblance of a stir. Clients who came partly out of curiosity remained from conviction. Friends rallied round, openings were found and were improved. His genial good sense, his responsive warmth of heart, his sincere affability, and his manifest capacity for affairs rapidly extended the connection.

With the qualities that make a valued and confidential adviser, no less than with those which make a subtle and successful lawyer, Dr. Ranger is amply furnished. His counsel and his aid are sought by many in trouble, are freely given, are generally followed without regret.

A story is told of Dr. Johnson, that he was one evening in company, when a gentleman present left the party at an unusually early hour. This premature retirement excited much surprise, and many questions were naturally asked as to who the departed might be; but no one could give an answer to any of them. Whereupon Johnson observed, I do not like to speak ill of a man behind his back, or I should say that gentleman is an attorney. I do not share Johnson's estimate of attorneys. In any case, Dr. Ranger has no cause to be anything but justly proud of his professional reputation.

When, however, we consider the scientific intricacies of the law, the endless complexities of litigation, the trained acuteness of the minds arrayed against each other in legal conflicts, and the varieties of moods and motives met with by the legal man, it is natural to admire the adventurous spirit which carried Dr. Ranger, laboring under his disadvantage, into the midst of this crowded and contentious arena. This intrepid temper was the first requisite and best promise of its own success.

The firm of Messrs. Ranger, Burton & Frost has its local habitation in Fenchurch Street. Writing, as I have the honor to be writing, for transatlantic readers, I may venture to invite them, when next in London, to visit Dr. Ranger in his office. They will find him in the full career of deeds and documents, of clients and letters, dictating, advising, interpreting, suing, defending. The spectacle is suggestive and animating. It teaches one to think and to hope. It is a powerful comment upon the triumph of mind over body, a witness to the reality and success of educating those who cannot see.

It must not, however, be imagined that the abilities of Dr. Ranger are confined to the work of getting guineas. He is an active helper to many good causes. His advice, his exertions, his pen, and his purse sustain not a few philanthropies. In no department of Christian effort is he more interested than in work for the blind; and in work for the blind the highest place in his regard is justly and naturally filled by the Blind College at Worcester. Perhaps no one has of recent years done so much for this institution in the way of practical counsel and assistance as Dr. Ranger. Though not a governor of the college, he is secretary to the governing body. He may aptly be described as the honorary governor of the governors.

Dr. Ranger lives at Croydon in bright and wholesome surroundings, with a wife devoted to his happiness, and one baby daughter devoted exclusively to her own.

He is a warm though fitful politician. Time was when he and I in the Blind College Debating Club stood side by side, to advocate the disestablishment of churches, the lowering of franchises, and other doctrines, in the light of which the Newcastle programme itself seems stale and out of date. The moderating influences of time, Oxford, marriage, and possessions, have qualified the ardent liberalism of his youth. But the prevailing tone of his views still betrays their derivation from the robust and pushing politics of Mr. Bright.

Dr. Ranger is a student of Divinity, and especially of Scripture. His reading is in this province rather miscellane-

ous than profound. It is a joy to record of a layman so capable and widely educated that the great truths of evangelical Christianity are to him above all price. He delights, when staying with me in a country parish, to give a simple address, to conduct a Bible reading, or to minister to the sick the healing comforts of God's Word.

His colloquial powers deserve a mention. Hardly any subject fails to interest him, from the fall of prices to the fall of premiers. He has large funds of information on many subjects, which he imparts with lively and copious readiness to any one who cares to talk. I have known two women his equal in conversation, and not one man his superior. He is a capital teller of stories, always alive to a joke, and constitutionally gay of heart. He belongs to the order *beati ridentes*. Unlike some famous talkers, Dr. Ranger is a good listener. He attends and assimilates: this is the art of colloquy,—an art both rare and delightful.

Dr. Ranger is a standing disproof of the vulgar illusion that all the blind are musical. He is genuinely fond of music; but not even he, with all his acumen, could so interpret the word "musical" as justly to cover himself in the interpretation. At Worcester he did once get a prize for music. It was certainly deserved, although not accurately described. Indeed, it is profitable to reflect upon the fact that but for the law as a profession, not merely as a study, one of the most fruitful and instructive careers in the history of the blind would not have been realized. Certainly, music would have furnished no scope for the talents of Dr. Ranger.

In narrating the stories of two men so remarkable as my two friends, it cannot be necessary to point the moral at any great length. It is to be remembered that, though they possessed exceptional gifts and adequate means, neither of them enjoyed exceptional opportunities, and both of them had to encounter exceptional odds. The bare idea of success in life, at least in the higher walks of literature, learning, and of professional advancement, was scarcely credited when Mr. McNeile and Dr. Ranger entered college. This idea they rescued from obscurity, and posted like a signal in

an eminent position. This is the chief value to the blind public of their pure and noble careers. They have been leaders and pioneers. Others who since them have succeeded less must not repine at minor success, but rather reflect that but for these examples they themselves might not have succeeded at all. Such lives admonish all to avoid a morbid despondency and a refractory discontent with our appointed lot. They preach the blessed and wholesome lesson of genial acquiescence in the will of God, while making the most of all our opportunities.

F. H. B. M.

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### THE NUMERAL TYPE FOR THE USE OF BLIND AND SIGHTED PERSONS IN CHINA.

THE details of the past year all prove the unabated energy with which Mr. Murray toils morning, noon, and night, in developing his various investigations for the good of both blind and sighted Chinese. His school at Peking may well be compared to a beehive, so busy are all the inmates, and so happy in their several employments. .

Naturally, the interest chiefly centres on that strangely pathetic adaptation for the use of sighted persons of his numeral type, primarily invented only for the use of the blind.\* By the substitution of visible black lines in place of embossed dots, he has produced a series of the simplest and most legible symbols ever devised. And as the blind students, when handling the type for these, at once recognized their identity with their own system, they have no difficulty whatever in setting up the type ready for a sighted printer; and, when his work is done, the blind compositors disperse the type with most perfect neatness and accuracy, and then prepare fresh pages.

When these are printed, blind men and women are ready to act the part of teachers to any sighted persons willing to come and learn to read and write by the new system. Thus

\* For illustrations of these types see "Work for the Blind." Price 6d. By C. F. Gordon Cumming. Published by Messrs. Gilbert & Rivington, St. John's House, Clerkenwell, London, E.C. And for sale at 224 West George Street, Glasgow.

we have the touching spectacle of the blind not only preparing books for the sighted, but also acting most successfully as their instructors. Truly, a strange turning of the tables.

When the subject was first mooted, some were inclined to scoff at the idea, whereupon Mr. Murray replied, "The blind have been teaching one another for fifteen years in the school, so it would be strange, indeed, if a sighted pupil could not learn as easily as a blind one."

At the very beginning he himself instructed about thirty persons, each of whom acquired the art of reading in four days! But in China everything moves slowly, so we need not be surprised that as yet comparatively few persons have availed themselves of the advantages thus offered to them; but all who have tried to learn have succeeded, no matter how old or how ignorant they were. Bright young students learn to read easily within a week, and a day or two longer suffices them to master the mysteries of writing also. Older or less intelligent persons require about three weeks, but none have exceeded a month. How many of us can say we acquired these arts so rapidly?

But, as ignorant persons in any country are not generally in haste to undertake new studies, however advantageous, it occurred to Mr. Murray to offer small rewards in cash, equal to  $2\frac{1}{2}d.$  a day, to any elderly persons who would try to learn; and thus a class was formed of men and women ranging from fifty-five to sixty-five years of age. Naturally, they were in no great haste to lose their daily dole; but, nevertheless, they found, to their amazement, that in about a fortnight they were able to read easily, and far better than many Chinese students after several years of hard study of their bewildering hieroglyphics.

On seeing this satisfactory result, Mrs. Allardyce, of the London Mission (who has in past years taken much trouble to prepare papers by her typewriter in Roman letters, as lessons for a class of Christian women who come to her in winter from their farms), asked Mr. Murray whether he could prepare in his new type the Union Catechism, which is now used by all the missions at Peking, and also some hymns

and portions of Scripture, and WHETHER HE COULD SEND A BLIND GIRL TO TEACH THE CLASS.

Of course he was delighted. The blind compositors set to work, the pages were soon ready, and Mrs. Murray took blind Hannah in a native cart to the London Mission, and there left her alone with these women from another province, whose very speech was strange to her. Nevertheless, a week later Mrs. Allardyce herself and several of these poor ignorant farm women were able to read; and after a day or two more study one of the sighted women was able to write a letter quite clearly, with all the tones perfectly indicated. (I have that letter now before me, as also a whole psalm written without a mistake by another woman, who had only been learning for three days! I do not suppose that any of us could have done that three days after we wrote our first stroke!)

Before the end of two months all the farm women were able to read with enjoyment, and all had learned to love their gentle blind teacher. So thoroughly satisfied was Mrs. Allardyce with the success of this experiment that she resolved that so soon as the farm workers returned to their homes she would commence a similar class for women living in the city.

All this was most satisfactory. But, as seeing is believing,—*or at any rate is so to the unbiassed mind*,—Mr. Murray invited a number of his brother missionaries and some other foreign residents to be present at a formal examination of a dozen other pupils, also taught by blind men and women. One of these had had his first lesson six days previously. He read without one mistake, though the examiners—the Rev. W. S. Ament, Rev. E. Bryant, Rev. J. Allardyce, and Professor S. M. Russell—purposely made him read words here and there in any part of the pages. The others likewise acquitted themselves to the entire satisfaction of all present.

If all this sounds somewhat trivial, we must remember that it is still “the day of small things.” And yet it is no small matter to have proved how easy the new method is to the poor illiterate peasants who form the enormous majority



of the converts of all Christian missions in China. (Mr. Murray says, "All of the women and 95 per cent. of the men.")

The latest accounts of blind Hannah's sighted pupils is most satisfactory. Mr. Murray writes: "Miss Goode (Mrs. Allardyce's sister) has had a trip to the country to visit the women. Of course, she had a double interest in those farm women who came to study in the winter. She is charmed with the result. The women are regarded by their neighbors as 'worthies,' because they can read; and a hundred wished to give their names to be enrolled as pupils for next winter. Miss Goode heard the women read right through the Gospel of St. Mark, which they did with ease and evident pleasure. Then she gave them a new book, the hymn-book, which was printed in the school after their departure, and she heard them read that right through. You will be able to see the importance of this change to the little church and to the women themselves, who hitherto could only join in such hymns as they had been taught by heart. Now they can follow the chapters which are read in church. We are printing the hymn-book of the American Missions, and a number of Chinese who attend those missions have been sent to us to learn to read."

The Rev. T. Webster, writing from Monkden, Manchuria, the great north-eastern province of China, says: "I purpose sending a middle-aged sighted man to Peking, to be under tuition for several months until he masters the system. When he returns, I shall send him the round of our Christian villages to teach the women; and there is every reason to hope that by the spring of 1895 hundreds of middle-aged and aged women (who could never otherwise have learned) will be able to read the Scriptures and the hymns. Once the thing is fairly on foot, it will work itself; for the Chinese, and especially Chinese women, are most ready to impart anything they know to somebody else. Your old friend blind Ch'ang Shen is always at work, preaching and spreading the knowledge of the gospel. I had a letter from him some time ago from a distant valley, where he has been for more than a year, telling me of over twenty men who are

anxious to join the Christian Church. Little Tiao Tê Sheng, who was with Mr. Murray for more than three years, came home last spring, and for most of the time since then has been acting as organist to the church at Monkden. The large instrument was just a little too much for the wee fellow's legs and fingers, but he was anxious to succeed ; and by dint of determination he overcame all difficulties, and now leads the large congregations very well indeed. He is a smart little man ; and I have resolved to send him back to Mr. Murray for a year's special training on his organ, and in the application of the numeral system to the use of the sighted. He leaves us in a few days, taking with him another blind boy who promises very well."

The Rev. R. T. Turley, of the British and Foreign Bible Society, writes from Newchwang, North China : "Some time ago I sent an ignorant blind Chinaman to Mr. Murray's school at Peking, and was greatly surprised when, about nine months later, he returned, bright and happy, able to read fluently and also to correspond easily, both with the other blind students and with Mr. Murray. When I visited Peking, I went twice to the school, as I was anxious to learn as much as possible about it. There I saw boys, women, and girls all busily at work, reading or sorting and setting type. The bright, happy look on all their faces was very cheering, and one saw what power Mr. Murray had personally gained over them by his kindly, patient disposition and his exertions on their behalf. In the London Mission I saw a school of Chinese women from the farms (quite stupid-looking women) being taught to read by a blind girl. These women had good eyesight, and were reading from books printed on the same system as that invented by Mr. Murray for the blind, only the figures were printed in black. These women had been there at the outside two months ; and, though they had only studied for part of each day, they could read quite nicely, and would have done better but for our presence, we being strangers and men. Two ladies of the London Mission told us that they had mastered the main points of the system in a week, and the whole thing in detail soon afterwards, and found it most useful in teaching

poor Chinese women who never could give the great time required to learn even one Gospel in Chinese characters.

"Two things especially impressed me: *first*, that we can thus make use of *blind* Chinese to teach the Christian women; *second*, that this very simple and practical system of straight and square marks recommends itself to even prejudiced Chinese who would not tolerate the Roman alphabet. It has the appearance of being an adaptation of the sacred Chinese characters to suit the ignorant women. These poor creatures are to be pitied and helped, and here is a simple and effectual way of doing so. All the old missionaries in Peking whose opinion I asked concerning Mr. Murray's work were loud and unqualified in their praises of it. The system may not be perfect; but it is useful, easy, simple, practical, and thoroughly effectual for its purpose, and many will praise the Lord for his faithful and hard-working servant, William Murray."

C. F. GORDON CUMMING.

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### THE MOTHER'S RIGHT HAND SUPPORTER.

"Now that is what I call aggravating," said Mrs. Perry, looking up from the *Ladies' Home Journal* of July, 1891. As usual, she had plunged into "Just among Ourselves" the moment the magazine had entered the house. "I am out of all patience with this Aunt Patience for tantalizing a poor tired housekeeper. Look here. 'Girls wanting permanent places in domestic service, healthy, well-behaved, educated, and willing to learn housework; but'—what do you suppose?"

Her guest, who had just come downstairs with an open letter in her hand, suggested reclaimed girls or ex-convicts.

"No," said Mrs. Perry. "They could learn; but these are blind. They are recommended by somebody who spells her A B Cs backwards, and, being blind herself, naturally does not know good work when she sees it."

"Do you consider me a judge?"

"Certainly."

"Well, you have heard me speak of Grace Dilman. She was about as useful at home as the average seeing girl."

"Why, you never told me she was blind," said Mrs. Perry.

"I seldom think of it," Miss King explained. "Her mother claimed that blindness is what the seeing make it; and she seemed to have almost obliterated the circumstance in Grace's case. But she died last spring, when Grace was in the senior year of the institution. I supposed, of course, there was some organization to look after homeless graduates; but this letter shows there is not. She is absolutely alone, and almost penniless; for, although her mother was a successful dressmaker, and provided bountifully for Grace, she left nothing. Poor child! She writes: 'The school will close next week; and where shall I go? I am not musical, I cannot keep a school, and I would rather die than travel as an agent. If I could only find some family that would take me in, and let me do a little of everything, I know I could earn my living. The sole alternative is the poorhouse.'"

"You want me to take her," interrupted Mrs. Perry.

"Exactly," replied Miss King, planting her batteries for a prolonged assault. And this is the way the firing ran:—

Defence. "I think I have burdens enough, with this large house, three little children, and a gentleman farmer for a husband, and not even a washerwoman within five miles, to say nothing of my two hundred avoirdupois."

Assailant. "That is precisely why I am offering you an assistant. I don't ask charity for my friend's daughter, but confidence and fair dealing."

Defence. "What can she do?"

Assailant. "You had better ask what she can't do."

Defence. "It would make me feel so sad to see her trying to work by feeling."

Assailant. "It will make me feel sad to see her shut up with lunatics and idiots in the poorhouse."

Defence, wavering. "I suppose she can go down cellar without a candle, and won't set her bed-clothes on fire reading novels, or flirt with the hired men."

Assailant, with last gun. "If you will let her come for

one month at two dollars a week, I will promise to come back at the end of that time, and take her away without a word, if you don't like her. But you must agree to let her attempt everything that she says she can do, ignoring her blindness; and you must take her into the family, for she has never learned the rôle of servant."

Defence, capitulating after the manner of women. "I'll talk with my husband."

That gentleman remarked dryly, "It would be worth two dollars a week for you to have some one to talk to."

"But," she argued, "what should I talk about to one who knows nothing of the world?"

"I never saw but one blind girl, that one on the county farm. The vision haunts me like a nightmare,—a bent figure in faded cotton gown, with short hair and dejected face, creeping along the walls like a shadow."

It was a very different picture that rose before her husband's eye,—a brilliant stage and class of graceful graduates, whose bright faces seemed hardly to need the light of vision. Without further discussion, he said, "My advice is that you pocket your prejudice, and give the girl a fair trial."

Meanwhile, in the blue room, Miss King was organizing herself into a society for procuring employment for the educated blind, with Grace Dilman for the first protégée. "She shall not receive charity," voted the new society, "if I have to set up housekeeping to provide work. Why didn't I think of that before? I am almost sorry I offered her to Mrs. Perry."

The decision announced, Miss King left at once for her city boarding-house; but at the first station wired the good news to Grace, saying, "She shall not be tortured two days longer waiting for a mail train."

Mrs. Perry prepared for her charge by clearing out the kitchen bedroom, which had been used as a sort of fury-hole. "You are not going to put the girl into that den, I hope," remarked her husband.

"Why not?" she asked. "It will be unsafe for her to go up and down stairs. Besides, she will not see these dingy walls, and there is room enough for a cot and her satchel or box."

Mr. Perry whistled. It was his one aggravating habit.

The plan leaked out ; and Mrs. Martin, the only English-speaking woman within half a mile, entered a protest. "You foolish woman !" she exclaimed. "Don't you know you will have to feed her and dress her, and lead her about, besides amusing her ?"

The next Thursday forenoon Mr. Martin, whose light wagon had been pressed into service at the station, landed two passengers at Mr. Perry's gate, and began tugging at a Saratoga. Mrs. Perry gave one sweeping glance at Miss King's protégée, and her mind turned a semi-summersault. "She's a lady, whether she can work or not," was her mental comment. And lady she certainly looked, from mahogany braid to ebony shoe-tip. Form erect and lithe, travelling suit, gloves, watch pocket, hand-bag, faultless. A winsome smile and a glow of health completed the conquest. "Please take her up to the green room, and I will send the trunk," she said. Miss King laid Grace's hand on the railing ; but that young lady, ignoring all support, tripped lightly up the stairs. At dinner Mr. Perry smiled approvingly on the new link in his family chain, and proceeded to rub it up and see if it would shine. "You must be very tired after the examinations," he began.

"Oh, no," she replied. "We passed that ordeal some days ago, though we did not receive our diplomas till last evening."

"I had the pleasure of attending your commencement exercises ten years ago, when I was in college," he continued. "And, if I am not much mistaken, you are the little girl who performed such marvellous feats in gymnastics."

"Perhaps," replied Grace, coolly. "My teachers considered that my strong point." The rubbing went on. "Did you go to hear our boys deliver themselves ?" "Certainly," Grace answered. "We were invited to the commencements of all the schools, and we gave a *soirée* to each. Then there were distinguished tourists who seemed to expect our very best impromptu. So there was excitement enough. I did not dislike the literary or manual displays ; but, when our dancing class was paraded before an actress, I thought it was carrying matters too far."

Mrs. Perry, who was obliged to look up at this juncture, caught a merry twinkle in her husband's eyes; but his lips were only puckered for that exasperating whistle. Bennie was less considerate. "Mamma," he piped out, "who's doin' to seep in de foory-hole?"

Returning to the sitting-room, Miss King said aside, "You had better let Grace explore the house this afternoon. I have made a plan for her of each floor, drawing the outlines with a tracing-wheel and punching initials with a darning-needle. I will make another of the yard this afternoon. Now please don't watch her or offer to show her the way."

There was no scene when Miss King bade her charge good-by after tea. She only said, "Paddle your own canoe." And Grace replied, "Thank you for the launch."

"Let me wipe the dishes for you, and learn where you keep them," she said to Mrs. Perry. Pretty soon she discovered a splash of invisible blanc-mange, and, watching her chance, slipped the dish back into the pan. Mrs. Perry saw, but only remarked mentally, "You'll wash them yourself after this."

The next morning she laid out the day's work, but, true to her promise, left Grace to choose her tasks. "I can't cook, or clear the table, or clean the lamps," she confessed; "but I can dress the children, wash the dishes, and sweep and dust."

In a large back chamber slept three hired men and a chore-boy, while they took their meals in a shanty on the farm.

"It reminds me of the Black Hole of Calcutta," said Grace. "I have made a swift analysis, and I think that atmosphere contains every known gas except oxygen; and the flies are swarming like bees."

"The men have taken care of it themselves since Bridget left," Mrs. Perry explained; "and they have kept the windows shut for fear of mosquitoes. There is netting in the storeroom, and Billy is at the wood-pile. Go your gait."

"Take out those chamber windows, and bring them down to the well," was her first command. Billy touched his hat, and went off, wondering why he had done it.

"Be ye teetotally dark, Miss?" he asked. But Grace was engaged in measuring the sash. It was a curious tape-line that she used, the figures being made of minute black beads in one of the systems known as point print. "Sure now," said Billy, "Bridget hadn't the nose on her that ye have, Miss, though she was as strong as an ox, and had two eyes that could see a feller wink in the dark."

But Grace was listening intently to the sounds which preceded each stroke of her broom. "Will you please see if there is anything of value in this dust-pan?" she said to Mrs. Perry.

"Cigar-stumps, gun-wads, burnt matches, broken buttons and buckles, crushed love-letters, and dirt. I should say not," replied that lady.

"The floor ought to be mopped," suggested Grace.

"Have it done," was all the housewife had time to say.

CLARA B. ALDRICH.

(*To be continued.*)

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## NOTES FROM CHAUTAUQUA.

THE American Association of Instructors of the Blind held its thirteenth Convention on July 17, 18, and 19, 1894, at Chautauqua, N.Y.

There were present, besides numerous teachers and friends, twenty-five superintendents of institutions and two members of the local Board of Trustees of the American Printing House for the Blind at Louisville, Ky.

In the absence of Bishop Vincent, his son, Mr. George Vincent, made the address of welcome, congratulating the educators of the blind upon associating their work with other educational work, and cordially welcoming them to Chautauqua.

With the omission of one or two papers the program of the proceedings as published was carried out, and proved an unusually good one. The discussions following the reading of each paper, although spontaneous, were full and general. The remarks upon the subjects of text-books, psychology,



primary reading, and "Are we working on the Right Lines?" were especially interesting.

Mr. John Morris, a trustee of the Maryland Institution for the Blind, introduced a resolution protesting against political and sectarian interference with the tenure of office in public educational institutions, which he followed by an earnest speech setting forth the injury done the cause of the education of the blind by the frequent and summary removals of experienced officials. This protest was heartily indorsed, and it was voted to have it widely published as an expression of the opinion of the American Association of the Instructors of the Blind.

At the meeting of the Board of Trustees of the American Printing House for the Blind reports of the work done at Louisville, Ky., during the past two years were read and accepted. Dr. Sibley's resolution, of which notice had previously been given, was then read by the Secretary. This resolution providing for the printing of books at the American Printing House in the three systems known as New York point, Braille, and line, each school being allowed to take its quota in any one or more of these systems as it might elect, did not receive the approval of the Board. Thus the vote of the trustees at the Brantford Convention in 1892, prohibiting the printing of any new books in line, is still in force.

The proprietor of Hotel Athenæum very kindly threw open a public room at the hotel to the embossing machines which had been brought to the Convention. Here Mr. Wait exhibited his stereograph and his kleidograph, the former for writing on brass, the latter a hand machine for writing on paper. The operator of the stereotype maker at Philadelphia exhibited the working of the Hall stereotype maker; and here also were exhibited a punctograph and a Braille-writer.

Superintendent A. H. Dymond, of the Brantford School for the Blind, Ontario, was the president of the Convention; and his genial and courteous manner added much to the pleasure of those attending.

Although some of the members of the Association seemed

to think Chautauqua a little inaccessible, they all felt that the renewal of acquaintances and the making of new ones, with the exchange of ideas on the education of the blind from different sections of the country, had made the meeting of 1894 a great success.

It is expected that the account of the proceedings of the Convention will be published earlier than usual this year. Fifteen hundred copies will be printed instead of the usual one thousand ; and all interested to secure the report can probably do so.

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## AT HOME AND ABROAD.

### ENGLAND.

DR. F. J. CAMPBELL, of the Royal Normal College for the Blind, London, and his family have just arrived in this country, and are the guests of H. L. Hall, of the Workingmen's Home, Philadelphia.

Two of the doctor's sons will re-enter for another year upon their studies at Concord, Mass.

### FRANCE.

THE general assembly of the Society for the Assistance of the Blind, founded and directed by M. Péphau, director of the national hospital of the *Quinze-Vingts*, took place the 9th of May, under the presidency of M. Spuller, then Minister of Public Instruction.

The report announces an increase over former years in the sale of articles manufactured in the workshops of the Braille School. The society voted twelve new apprenticeships of 250 francs for the benefit of the adult blind.

### MICHIGAN.

DURING the present summer vacation our school building is receiving its annual house-cleaning, and in addition many other improvements are in progress. By the time school opens, September 12, all will be in readiness for the pupils.

Chief among these improvements at the school is the renovation of our pipe organ, which for nearly five years has had nothing to do but to stand in its place as a silent partner, considered almost worthless. A short time ago we found an organ-builder who is a master of his profession; and, after two weeks of thorough work, the organ again found its voice, and is now even better than at first. It will be an important feature of the musical department this coming year.

The stereotype-maker has been kept busy this vacation, preparing music for the coming year, which we shall be pleased to set in circulation among those schools using the Braille notation. Music from Bach, Beethoven, Mendelssohn, Chopin, Raff, Ketterer, Heller, Merkel, Lange, Sharpe, and many others, will soon be in readiness. Music for the pipe organ, violin, etc., will receive due consideration. Two cents per page is the price of the greater part of our musical numbers, while a few prepared on larger pages will be sold for three cents per page. We make special mention of a new composition just prepared in Braille, entitled *Saltarello. Quasi Tarantelle*, by A. C. Blakeslee. It is full of sparkle and brilliancy, and promises to be a favorite piece. It is eight pages in length.

#### NEW YORK.

WE have lately received from the York State Institution for the Blind, Batavia, a circular containing important information for those who have children to send to such a school.

The circular enumerates in detail the various departments of the institution, the studies taught in the school, and the trades of the Industrial Department. The course, covering twelve years, includes all the branches taught in grammar and high schools.

It would be well if similar circulars were sent out by the institutions for the blind of each State, from the fact that many people having blind children are entirely ignorant of the advantages which these schools place at their disposal.

ORRIS BENSON is mentioned by one of our exchanges as a remarkably clever boy. He is the son of a Sullivan County farmer, and is now thirteen years old. At the age of three years scarlet fever left him blind and a deaf-mute. Until he was eight years of age he is said to have received no instruction whatever. He was then brought to New York, and given into the charge of Dr. Currier, principal of the Deaf and Dumb Institute, under whose care he has made rapid progress. Besides teaching him to read

by means of embossed letters and objects which are given to him, he has also been taught to use the sign language.

It is said that he early manifested a great interest in mechanics? and that he often brings out ideas of his own deduction, to the surprise and delight of his teachers.

#### NOVA SCOTIA.

THE School for the Blind at Halifax has commenced its school session, with fifty pupils on the roll. Only one change has been made in the teaching staff, caused by the resignation of Miss C. I. Bowman, who for the past five years has given satisfactory instruction in the Girls' Work Department. The school was recently honored by a visit from their Excellencies the Earl and Countess of Aberdeen, and under the auspices of Lady Aberdeen a movement has been inaugurated having in view the establishment of a Kindergarten for the Blind of the Maritime Provinces of Canada.

#### PENNSYLVANIA.

THE new building of the Western Pennsylvania Institution for the Blind at Pittsburgh was dedicated with appropriate ceremonies June 14. It occupies five acres of rolling land, and the grounds are laid out with winding drives and paths. On the first floor of the building are about thirty rooms, besides linen closets, pantries, wash-rooms, and an elevator. The dining-room, assembly-room, and kitchen are the most remarkable features. The dining-room presents a long pillared vista when one stands at the front door and looks back between the front staircases. It is 62 x 41 feet, with ten great windows, seven or eight doors besides the double front ones, a double line of oaken pillars down the sides, and on a long oaken sideboard at the end three gleaming copper vessels, holding ten gallons each of coffee, tea, or hot water. Most of the rooms on this floor are class-rooms, offices, or reception-rooms.

On the second floor the chapel, hospital, and music practice-rooms are the most remarkable. The boys' dormitories and rooms are located on one side of the building, and the girls' on the other; and in the midst of each set is a hospital, with its own bath-room and other necessary adjuncts complete. The music-rooms are well lighted and sound-proof. The chapel is over the dining-hall, and a duplicate in some respects. The floor is satiny maple, as

are the floors of all the halls. The dozen light-givers are genuine church windows, and a great stage occupies the back of the hall.

On this floor are the superintendent's and teachers' private apartments, class and dormitory rooms.

The basement floor contains rooms in which to work at the trade of piano tuning and repairing, kindergarten play-rooms, and apartments for other industrial pursuits. Under the dining-room is a large apartment, which will be fixed up for a gymnasium and bowling alley.

This building is not in any sense of the word an asylum, but a school for the education of blind children. It is a part of the school system of Pittsburg and of Pennsylvania, but was built by money subscribed by citizens instead of in the usual way.

#### SWITZERLAND.

THE celebration of the fiftieth anniversary of the Asylum for the Blind at Lausanne occurs September 12 and 13. M. Secrétan, the director of this establishment, invites—through the *Valentin Haüy*—the teachers of the blind of France and other countries to contribute such information concerning the blind as will be interesting and profitable for consideration on that occasion.

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#### EDITORIAL NOTES.

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OUR appeal for aid to Mr. Murray in his work for the blind in China, which appeared in the June *Mentor*, did not meet the response for which we hoped. It was unfortunate that it should have been made at a time when teachers and pupils were absorbed in the work which always presses at the end of the year. Some schools have given generously, but many of our institutions have not yet been heard from.

Mr. Murray has already begun the printing of the Bible in his new system by the tedious hand method of preparing the plates. With the facilities he asks for, he will be able to do the work in a much shorter time and at much less expense.

The cost of the stereotype maker and Braille-writers, including transportation, will amount to less than \$200,—a very small sum

for the blind of this country to give, but conferring a benefit the value of which cannot be estimated.

A small contribution from each institution will make up the sum required ; and no better opportunity could be afforded the pupils in our schools for developing a proper appreciation of their superior advantages, and for giving a tangible expression of their gratitude for these advantages.

Will not our superintendents and teachers see that this matter is properly presented to their pupils ?

We hope that all will read the article in this number of *The Mentor* by Miss C. F. Gordon Cumming, which gives additional information regarding the nature and progress of Mr. Murray's work.

Contributions may be sent to *The Mentor*, 37 Avon Street, Boston.

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If the inventive genius of the world could but for a short time be turned to the improvement of appliances for the blind, what a revolution in their education it would create ! Take for illustration the mathematical apparatus. Persons with sight are inexpensively provided with slate and pencil or paper and pen, and they are prepared to make any calculation involving millions of units. The blind, on the other hand, if they cannot perform such calculations mentally, are obliged to avail themselves of a very clumsy substitute for pencil and paper. So clumsy, indeed, is the mathematical board that it is seldom used outside of the schools for the blind. The need of a cheap and convenient arithmetic slate for the blind is felt by all who are interested in the education of those deprived of sight, and the inventor who will place such an appliance within their reach will be unquestionably recognized as one of their truest benefactors.

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We are indebted to several gentlemen for copies of their articles read at the recent Convention at Chautauqua. One of these papers by the Rev. W. G. Todd appears in the present number of *The Mentor*.

These are able presentations of the subjects treated, and we bespeak for them a careful reading.

# THE MENTOR

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## SUGGESTIONS FOR STUDIES IN PSYCHOLOGY.\*

ATTENTION has been so widely called of late to the study of the characteristics, growth, and development of the child-mind that I shall consider myself absolved from the necessity of any formal argument in defence of it, but will refer any who may wish to look more minutely into the reasons which may be given for it, or who are sceptical as to its importance specifically, to the articles by Dr. G. S. Hall and others in recent issues of the *Forum*, and to the articles recently presented at the meetings of the Section on Child-study of the National Educational Association at Asbury Park, and, in general, to the works there referred to.

For the present I wish to confine myself more particularly to the specific consideration of the mind of the blind child, to suggest the importance of careful observations in accordance with a proper method, and to indicate the presumptive value of the psychological conclusions which may be derived therefrom.

We are assured by those who are pressing the question of child-study as a neglected and little understood subject that heretofore careful observations of the workings of the mind of the child have never been made, and that false assumptions as to the similarity of the contents and operations of the mind of the child and of the adult have so extensively prevailed that they have prevented the discovery of the alleged fact that they differ so widely as to suggest even the necessity for a distinct classification,—of a child-psychology, in fact.

There is, perhaps, something of exaggeration in all this. The enthusiasm of a new idea is wont to carry its advocates to an undue extreme; and we may gladly welcome the more

\* Read at the meeting of the American Instructors of the Blind at Chautauqua, July 18, 1894.

exact studies now coming into vogue, the more careful observations and analyses, and the more definite and complete records of such work, without necessarily concluding that there has never been any real child-study or any real knowledge of the child-mind until the rise of these prophets of the new dispensation.

It is enough that our best knowledge has been woefully inadequate and inaccurate; and we may earnestly hope that the great fruit of these newer labors will be to systematize and simplify the methods of child-study, so that the comparatively unscientific teacher, who is not a psychological expert nor an adept in the processes of the human laboratory, may be able to acquire a swifter and surer knowledge of the mental condition of the children placed in his charge, and may more helpfully adjust the training he is to give to the status and possibilities of their minds.

If these newer and exacter methods are essential in the study of the normal child, that truer results and a truer psychology may be obtained, and if the adult mind, which has itself passed through the child period, cannot be trusted to construct the child-psychology, either from its knowledge of itself or from its recollections of its child life, because the one differs so widely and the other is so deeply blurred by the effacing and confusing hand of time, how much more is it true that the mind of the abnormal child, into which past experience and present introspection give the student little insight, demands the most careful and exhaustive study, the most searching tests for its differentiation, and the most minute and detailed records of its condition and development!

It is not necessary to raise here the old question whether there be a special psychology of the blind. So much depends upon definitions, and so little is really known, that it would be a profitless discussion; yet, if the modern tendency to classification in psychology be pressed,—if, for instance, there is a child-psychology in distinction from adult psychology,—then the blind certainly demand a special psychological position and special methods of study.

Whatever may be said for hereditary tendencies and



native institutions, it is certain that the powers and operations of the mind are limited by the means of communication with the world external to itself. Any restriction of the normal means of communication in any important particular will inevitably produce such a change in the characteristics, operations, and development of the mind as to make it necessary, for purposes of psychological study, to place such minds in a class by themselves.

Indeed, it is not so much by observing likenesses as differences that we make fruitful classification; and, while undue exaggeration of differences is not only unscientific, but unprofitable, an exact measure of difference is essential to any thorough study.

In the history of the education of the blind it has sometimes seemed to me that we have passed from one extreme to another in the consideration of the psychological condition of the blind. The early educators and philanthropists, especially outside of this country, seem to have been profoundly impressed with the mental differences between their charges and other children. The educators of our time, and especially of our land, have been the rather inclined to dwell upon the likenesses between their pupils and those with sight, and have apparently proceeded upon the hypothesis that the mental differences were merely superficial.

The recognition of differences where they exist is the first step toward their adequate consideration and abatement or removal where possible and desirable; and I am disposed to view the attitude of the earlier educators as a more promising one than the prevalent optimistic impression, growing largely from the wish that our pupils should be, so far as possible, like those with sight, that there is in fact little mental difference between them.

For educators of the blind the subject, therefore, assumes a double aspect. The psychological tests and the methods of observation and training used with the seeing are, so far as they are applicable, needful, in order that the results may be compared with the numerous and fruitful results which are beginning to be secured with seeing children, and which are certain to be greatly increased in number and

value in a very short time ; and, on the other hand, tests and experiments must be devised for determining more exactly and scientifically the special conditions of mind which may properly be ascribed to blindness.

The utmost care and the most exact methods will be necessary in dealing with both of these aspects, and with both there must be much working in the dark ; but in the former we may expect the helpful guidance of those who may be viewed as psychological experts, while in the latter the field is largely untrodden and unknown, and the greatest ingenuity and discrimination will be needful to secure results in which the normal elements and other abnormal elements than those caused directly by blindness have been eliminated, and the characteristics of this special class have been secured. For instance, it will be necessary to consider the indirect mental results which follow from the position which the blind child has occupied in the family and the local community entirely apart from the direct limitations which the lack of communication with the outer world through the sense of sight produces. The mental results of the partial isolation, of the home tenderness, and of the special attention to himself which the blind child's infirmity has rendered inevitable, are undoubtedly abnormal from a psychological standpoint ; but they are closely akin to many other special situations. The case of cripples, deformed children, and even only children of normal capacities, often presents similar psychological phenomena, which, however important, and indeed altogether essential to a complete psychological study of the child, must yet be carefully differentiated from the direct mental results of blindness.

Only the careful laboratory methods of the modern psychologist will suffice for these necessary but difficult analyses ; and the attempted application of them by inexperienced hands must be, to a considerable extent, faulty and defective. Yet honest, persistent, and, so far as may be, intelligent efforts, put forth in accordance with the best light obtainable, cannot fail to result in securing much useful knowledge immediately ; and, with the improvements in technique and methods which combined experience will surely bring, we

may look eventually for the correction of the earlier inevitable errors, and for the acquisition of knowledge which will place our successes far in advance of anything which we have been able to accomplish.

Our immediate duty is: first, to decide to undertake this study; second, to determine what methods, tentatively at least, to adopt; and, finally, faithfully to pursue them.

It is obviously of the utmost importance that the methods be uniform both for purposes of comparison and for the validity of the deductions which may ultimately be drawn from them.

This brings me to the most important point of this paper, namely, to urge that before the close of this meeting a committee be appointed to consider carefully this entire subject, to communicate with those who have made these methods a matter of especial study, and with their aid to prepare a tentative scheme of methods and of apparatus for study and experiment in the schools for the blind in this country.

If it is practicable, their report should be prepared so that it may be presented to the schools in the report of the proceedings of this body, so that the studies may be entered upon as soon as possible. Such results and criticisms as any may choose to proffer can then be presented at the next meeting of the Association; and, with the general progress of the study and with experience in the proper application of the best methods, more definite and established forms of investigation and training will gradually be adopted.

Thus far, in these suggestions, reference has been had only to the study of the mind of the blind pupil while in school. An important supplement to this study, with special reference to the mind of the comparatively cultivated blind adult, may be made by examination of the works of blind authors; and for this purpose the minor and the more notable writers will serve an equally useful purpose. The subject is an exceedingly difficult one; yet I am convinced that it may, with proper discrimination, with due consideration of the elements of personal individuality and environment, and with an elimination of all unessential features, be productive of very interesting and very important results.

The ultimate suggestion to be considered is, Has blindness in any way affected the character of the literature produced, whether in style, in the choice of language, or in the deeper elements which lie at the foundation of the emotional, æsthetic, intellectual, and spiritual faculties? and, if so, to what extent and in what way have these peculiarities manifested themselves? and, perhaps still more difficult to determine, whether the absence of any such peculiarities indicates exemption from abnormality or victory over it.

Dr. Hall says that a German teacher went through the whole range of pedagogical literature, in order to discover every form of fault or aberration in childish conduct there mentioned, and found therein nearly a thousand distinct names for these various manifestations. It is such thorough, minute, and exhaustive study that is needed to reach any valuable results in these literary investigations.

I do not know of a writer who will be more suggestive to one who desires to pursue such studies than Philip Bourke Marston. The limitations and the extravagances of the poetic school under whose sway he came must be taken account of; but his sure touch of genius and deep insight into the human soul make the study intellectually stimulating in the highest degree, as well as profoundly interesting from a psychological standpoint.

I had hoped at this time to set forth in some detail a few of the preliminary results of my own study of this writer; but, as an appreciation of his marvellous power has grown upon me, I have felt that I was not yet ready to offer any even tentative suggestions. I do desire, however, to commend to every teacher of the blind a careful, chronological study of his complete works, which may now be obtained in one volume. They are not studies for children, and it will be necessary to have a literary acquaintance with Swinburne, Rossetti, and Morris at least, in order to understand his literary environment, to see wherein he has felt its influence and wherein he has escaped it; but the study will abundantly repay the effort.

Such study need not and should not be confined to the works of high poetic artists. Those of a lower order and of

lesser gifts will be found very suggestive to the student of the mind.

The hymns of Fanny Crosby have been to me a very interesting subject of study. I do not know that they have ever been collected into one volume, as I trust they sometime may be, but they abound in every modern evangelical hymn-book; and I never meet one new to me that I do not read it over, and, if possible, make some psychological analysis of it. Here, too, the personality and the environment must be taken account of. A certain acquaintance with the hymnody of the modern evangelistic and somewhat intense school must be assumed, and a more direct imitation must be conceded than in Marston's case. Yet, when all these external influences are considered, there remains much for the careful student of the literature of the blind to seriously study.

I will not weary you with further illustrations; but I am sure that in whatever direction the thoughtful teacher of the blind looks, whether at the living mind of the blind child actively in operation before him or at the crystallized results of the literary work of the educated blind, he will find abundant material for the most interesting and the most fruitful psychological study.

JAMES J. DOW, A.M.

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#### AGES AT WHICH BLINDNESS OCCURS.

IN the January number of *The Mentor* was printed an instructive paper by Mr. A. Buckle on the numbers and proportion of the blind at various ages and in successive decades, as taken from the census returns for England and Wales.

In the June number, under the head of "Editorial Notes," is a paragraph commencing with this statement, and proceeding to argue that a disproportionate share of public and private effort is expended on the young blind: "Four-fifths of those who are deprived of sight lose their vision after they are 21."

My present object is to put forward some considerations bearing on the accuracy of the statement quoted, and consequently on the conclusion drawn from it.

It is plain that the age at which blindness occurs has a very material bearing upon the methods by which its effects may be alleviated, and its defects in part compensated. The inquiry, therefore, is important.

Let us see what light the census returns throw on the subject. These give numbers and ages of males and females separately; and, as there are marked differences of distribution, it seems best to deal with them separately.

Table I. is taken directly from the Census 1891, England and Wales:—

TABLE I.  
*Census 1891, England and Wales.*

	<i>Ages.</i>	NUMBER OF BLIND.					<i>Total.</i>
		<i>Under</i>				<i>Above</i>	
		5	6-15	16-25	26-65	65	
Males, . . . . .		297	844	1,184	6,323	3,633	12,281
Females, . . . . .		253	730	927	4,645	4,631	11,186
Total, . . . . .		550	1,574	2,111	10,968	8,264	23,467

Table II. gives the same result expressed in percentages:

TABLE II.  
PERCENTAGE OF BLIND LIVING, 1891.

	<i>Ages.</i>	<i>Under</i>				<i>Above</i>	<i>Total.</i>
		5	6-15	16-25	26-65	65	
Males, . . . . .		2.42	6.87	9.64	51.48	29.59	100.00
Females, . . . . .		2.26	6.53	8.29	41.52	41.40	100.00
Total, . . . . .		2.35	6.70	9.00	46.70	35.25	100.00

I will treat these figures in two ways.

(*First.*) It will be seen that the numbers and percentages of blind living in 1891 are:—

	MALES.		FEMALES.	
	<i>Numbers.</i>	<i>Percentage.</i>	<i>Numbers.</i>	<i>Percentage.</i>
Under 5, . . . . .	297	2.42	253	2.26
6-15, . . . . .	844	6.87	730	6.53
16-25, . . . . .	1,184	9.64	927	8.29
Total under 25, . . . . .	2,325	18.93	1,910	17.08
Deduct 22-25, say, . . . . .	455	3.71	359	3.21
Leaves blind living under 21, . . . . .	1,870	15.22	1,551	13.87

On examining the numbers of the whole population (Census 1891), it will be found that the percentages work out as follows: males living under 21, 48; females living under 21, 46; males living over 21, 52; females living over 21, 54.

If no persons became blind after 21, and assuming the same rate of mortality for the blind as for the general population, we should expect the totals of blind living to be in the same proportion, namely:—

	MALES.	FEMALES.
Under 21, . . . . .	1,870	1,551
Over 21, . . . . .	2,025	1,821
Total, . . . . .	3,895	3,372
Or in percentage of the actual numbers living, . . . . .	31.7	30.1
Leaving persons added to the class of blind after attaining 21:—		
Number, . . . . .	8,386	7,814
Percentage, . . . . .	68.3	69.9

Bearing in mind the decrease in the numbers of the blind as compared with the population at large (especially at the younger ages), which has occurred within the last thirty years, as shown in Mr. Buckle's paper referred to above, a substantial correction in these last figures must be allowed for, bringing up the percentage of blind persons living in 1891 who became blind under 21 to about: males, 37 per cent.; females, 35 per cent.

(*Second.*) I have, however, adopted another method which seemed to promise better results, and which may be illustrated as follows:—

By the Census of 1881 in the whole population the number of males living, age 16–25, was 2,380,623.

By the Census of 1891 the number then living, age 26–35, was 2,089,010; percentage surviving, 87.7.

By the Census of 1881 the number of blind males living, age 16–25, was 1,116.

Assume the same rate of mortality for the blind, then, out of the 1,116 blind males living in 1881, aged 16–25, there would have been living, in 1891, 978. But in that year there were enumerated, aged 26–35, 1,165,—an excess of 187.

I infer that these 187 had become blind in the intermediate decade.

By treating the numbers at other ages and of each sex in the same way, dividing them into five-year periods, and comparing the figures of the earlier censuses, I trace the additions to the class of blind of each age in each successive decade, and hence the age at which blindness occurred. The results are given in Tables III. and IV. :—

TABLE III.  
AGE AT WHICH BLINDNESS OCCURS

<i>Ages.</i>	<i>Under</i> 5	6-15	16-25	26-65	<i>Above</i> 65	<i>Total.</i>
Males, . . . . .	3,564	1,409	747	4,995	1,566	12,281
Females, . . . . .	3,062	1,104	390	4,237	2,393	11,186
Total, . . . . .	6,626	2,513	1,137	9,232	3,959	23,467

TABLE IV.  
PERCENTAGE.

<i>Ages.</i>	<i>Under</i> 5	6-15	16-25	26-65	<i>Above</i> 65	<i>Total.</i>
Males, . . . . .	29.0	11.5	6.1	40.6	12.8	100.0
Females, . . . . .	27.3	9.9	3.5	37.9	21.4	100.0
Total, . . . . .	28.2	10.7	4.9	39.3	16.9	100.0

Table III. gives the results thus obtained as to the ages at which blindness occurred in the case of the 23,467 blind persons enumerated in the census return 1891, and Table IV. gives the same results expressed in percentages. The latter shows :—

	MALES.	FEMALES.
Became blind under 5, . . . . .	29.0	27.3
Became blind, 6-15, . . . . .	11.5	9.9
Became blind, 16-25, . . . . .	6.1	3.5
Total became blind under 25, . . . . .	46.6	40.7
Deduct became blind, 22-25, say, . . . . .	2.1	1.1
Leaves became blind under 21, . . . . .	44.5 per cent.	39.6 per cent.

It may be that the rate of mortality among the blind is (at some or all ages) greater than among the general population. On the other hand, emigration has probably less effect in reducing their numbers.



Some irregularities observable in the numbers and ages of the blind in successive census returns indicate that the latter are not quite reliable. For these and other reasons the results here given can only be taken as approximate, and are liable to various corrections which I have not the means of applying.

Still, I conclude that probably *two-fifths* of the class of blind have lost their sight before attaining the age of 21.

It is certain that there exists a considerable percentage of persons practically blind for all purposes of education and training who are not enumerated as blind in the census returns. It is not possible to fix that percentage with any accuracy, nor to say to what extent it may vary at different ages.

It is to be hoped that some more competent person will investigate these questions.

To whatever conclusion such further investigation may lead, it is by no means to be assumed that numerical proportion is alone any sufficient guide for the expenditure of public and private effort for the improvement of the condition of the young blind, and for these among other reasons:—

First. Because much can be done with great advantage for the young blind which is impossible in the case of those who lose their sight later in life. And

Second. Because any benefit from training bestowed on the young remains to them throughout their whole life: whereas, in the case of the older blind, comparatively few years of active life remain.

GEORGE A. WESTERN.

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## A PLEA FOR BETTER LITERATURE.

MANY years of association with the blind, as teacher and friend, have awakened in me an enthusiasm as to their abilities that, I am happy to say, has been in many cases justified by their achievements. Handicapped as they are by the deprivation of sight, their happy, useful lives show

us, many times, how affliction may become a blessing. The many splendid victories they have won, in spite of odds, fighting against fate, inspires in us a respect and admiration unequalled by any other moral combat.

While the sensitive soul writhes under the heavy burden of affliction, the noble mind arouses itself to combat, and wrests from the storehouse of civilization a portion, at least, of what was intended as man's inheritance. Let us glance for a moment at the advantages a seeing child possesses over a blind child.

Aside from the many object lessons nature daily unfolds to the seeing eye, there are privileges of environment of which, in many cases, the blind child is deprived. Into the hands of the seeing child are put at an early age the old standard fairy tales, embellished with the awe-inspiring pictures in which the infantile mind delights, or a United States History, in one syllable, from which he not only becomes familiar with the most important events of his country's history, but learns to love and revere the benign features of George Washington as those of a beloved friend or relative.

Unless care is taken to read to and instruct him, the little blind brother comes to us ignorant alike of Jack, the Giant-killer, or the discovery of America. But how bright they are,—these little blind ones! With what pathetic painstaking they record the fact, upon the page of memory, that Columbus discovered America in 1492, and that the independence of the United States was declared in 1776! After the education of the blind child is begun, how quickly it progresses! Sometimes we find laggards, it is true; but is any seeing school without them, from the free kindergarten to Harvard University?

Very quickly the awakened mind learns to conjure with numbers with such rapidity and precision as to arouse the wonder of even the teacher. Mathematics and literature are two great avenues of learning for the blind. The long and seemingly unpractical examples and problems in which our pupils delight are not of themselves an end, but they are invaluable for training and strengthening the mental

faculties for other work. From the tiny tot who counts his balls in the kindergarten to the advanced student who solves his problems in trigonometry and differential calculus, there are many degrees ; but each corresponds to a walk in life that may be said to require just so much mental discipline.

The other great factor in the education of the blind cannot be too carefully considered. I feel so strongly upon this subject that I scarcely know how to express myself that I may awaken the same enthusiasm in my hearers, many of whom, if not all, are, I am sure, as much interested as myself in the cause of the blind. I am sure there are many teachers here who can readily recall the happy smile that tells of victory as the little fingers spell out some familiar word, or the suppressed "chuckle" as the fingers glide over something humorous in the Reader. I think our pupils are even more appreciative than those who have sight. That all have memories beyond the ordinary goes without saying. A witty and successful blind man, a graduate of the Ohio school, in one of his public utterances said, "If people think you have not sense enough to go in the house when it rains or to dress yourself without assistance, they all think you have a memory." To this, I am sure, all teachers can testify who are so often called upon to listen to the inane and often idiotic comments of visitors to the school-room.

What teacher has not been surprised after months, even years, to have recalled by a member of her class some fact that she has read or told to him, but which she, perhaps, has forgotten? With this accurate memory and this absolute dependence upon books and teachers, is it not absolutely necessary that our statements should be correct, as far as possible? With, then, this virgin soil to work upon, yielding so readily to cultivation and so satisfactorily productive, does it not behoove all those interested in this noble work to give their best time and attention to the improvement of the means for obtaining the best results?

If this is not done, will not these very qualities from which we hope so much, and which await our cultivation,

become inimical to our purpose? This memory, to which I have called your attention,— can you not believe that, if an idea gets into it “cross-wise,” it will be likely to remain so, or that a false impression can only be removed by great trouble?

The blind are proverbially poor spellers, for which the explanation given us is that seeing people spell by observation. Suppose you give a child blessed with sight books to read every day in which spelling and division of syllables is a secondary consideration, would you be surprised if that child turned out to be what is termed “a poor speller”? Certainly not; and yet that child sees less on the page with his eyes than the blind child with his fingers, and does not remember it as long. A crease in the paper will probably escape the eyes, but it will not escape the fingers; and a blind child can tell you on just what page a crease or a tear is discovered in his Reader. Again, it weakens the confidence of the pupil in a printed page to be told constantly, “That word is misspelled,” “Those syllables are not properly divided: a contraction in that position is not correct,” “That expression is not grammatical.”

Does it not suggest to the pupil the question, “Why are books given to us to read, if they are not correct?” And, for the older blind men and women who can derive so much pleasure from books, is it not even more lamentable? With them there is no ready reference to the dictionary, or turning for comparison to another authority. They must take what is given them.

So much of the education of the blind is gained from books, through the ear or through the fingers, that for both mediums they should have the best from the beginning. I think there are many teachers who will agree with me that the reading matter prepared for the schools in raised print and in New York point, aside from the many, many errors that are allowed to pass from year to year, is far from what it ought to be. From the First Reader to the works of Shakespeare literature for the blind should be of the very best. They depend upon what they read for much of their knowledge, they take much pleasure in reading and in being

read to, and often their business success, especially in journalism, is largely dependent upon their familiarity with the best books.

If I may be allowed to express an opinion formed during many years of observation of this branch of the work, I should like to say that I regard the literature furnished for the blind in New York point as unpardonably deficient in both quantity and quality.

For an advanced student or a thinking man or woman there is almost nothing to choose in New York point from "Wee Davie" to Drummond's "Essays," the latter in point so fine that I think not more than one out of ten can read it. The poverty in children's books is even greater; and the little minds from which we hope and expect so much must, out of school hours, lie dormant, or exercise their energies in plotting mischief. In this age of good literature, when there are so many delightful books for children, why cannot some of them be put into point? Why confront us year after year with the same old books? Why are we obliged to witness almost daily the disappointment of a child looking "for something to read"? Besides the standard works, of which we should have a judicious and liberal selection, older men and women would enjoy an occasional new "book of the times." There would then be some incentive to keeping up their reading, which with many has fallen into disuse for want of material. If we are to have reading matter for the blind, should it not be such as will benefit them?

Of the comparative merits of the New York point and the Braille systems I am not prepared to judge, having but a very limited acquaintance with the latter. The advocates of the Braille claim its superiority in correctness. That might very easily be, as New York point is now given to us. I rather incline to the point, however, as the simpler system.

That the literature in Braille is far in advance of that in New York point must be admitted by even the most ardent advocates of the point.

If the warm defendants of the New York point system will give us something to support, they will find no more

ardent adherents than the schools now using that system ; but they must remember that the matter is of far more importance than the manner, that we are working for an end, not a means, and that the slight advantage gained by a simpler system may be more than counterbalanced by the intellectual gain of a richer literature.

M. P. W.

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### A FEW SUGGESTIONS.

It has often been remarked that a graduate from school or college, when he begins his active career among men, for the first time is made aware of life as it really is, as opposed to the play-world in which he has been living. Many a rude shock must be experienced, many a wrong opinion righted, before he can take his place side by side with practical men.

This fact is particularly true of the young blind men and women who year by year step out into the arena of life. Oh, the pity of it ! that our institutions should, to such an extent, comprise a little world of their own which touches the real world at so few points !—a world where the forcing process is often seen at its worst ; where ill-advised praise is dispensed not only by those who come as casual visitors, but, far too often, it is to be feared, by the teachers themselves ; and where the school-work of the blind child is little correlated to that of the seeing boy or girl of equal age.

With the editor's permission, I should like to address a few words to prospective and recent graduates from these schools, who are looking toward music as a profession, and try to lay down a few simple principles which a recent removal from institution life has impressed upon the writer as being of importance in that connection.

1. Don't unduly magnify your own attainments. Leave it to other people to make a just estimate of you. They can be depended upon to do so. The time has gone by when any one person could corner the music market. In the place where I am living — which may be supposed to be a fair representative of New England towns — there are to be found

among the young men good performers upon all band instruments, while among the young women are several really excellent violinists. No mention is made of the numerous pianists and church organists. Under these circumstances it would behoove a musician seeking an entrance here not to let his self-esteem be so prominent as to hide whatever talent he may possess. If he is well equipped for his work, he need not fear; but mediocrity, and especially conceited mediocrity, will have to stand aside.

2. Don't look down on those who make no pretensions to a knowledge of music. Why should you? Their ignorance is your opportunity. If your customers compliment you as a good tuner, when you have merely stopped the rattle of a chandelier globe, or if their idea of "temperament" is about as vague as of the color of the hair of the king of the planet Mars, despise them not. They may be prosperous business men, who are succeeding because they have that which is worth far more than mere technical knowledge; namely, a power to gain the confidence of men, to humor people's weaknesses, if you like, and to make themselves wanted. Would that you had more of these same qualities!

3. Don't be over-sensitive about your blindness. People will want to know all those tedious details about your loss of sight, the recital of which so tries your temper. Be patient. They are merely doing what you always did at school when a new-comer arrived. It's human nature, and you must make the best of it. You can answer pleasantly without compromising your dignity. It's tiresome; but so is telling over and over again the price of codfish and tape. Don't be churlish. There are other reasons for this caution, but just now I tell you that you can't afford to.

Here let me also say to you, Be willing to recognize, to a proper extent, the limitations by which you are surrounded. Don't be absurd. If you can't see, be willing to own it. Don't claim that you can do the impossible. There is a point beyond which the advice, so often heard, to strive to be just like the seeing, will, if acted upon, make you ridiculous. Don't rush headlong into persons and objects in fine disdain of your misfortune. In the practice of your profes-

sion, yield not a single iota to the thought that your blindness is a serious handicap to you. Strive by all proper means to make others feel that you are a thorough master of the situation; but be honest with them. Don't forfeit their respect.

4. Don't allow yourself to become addicted to what are known as the petty vices. Be clean and wholesome. Have a mind and heart unsullied. No matter what other men may do, don't sacrifice a vestige of those things which tend to make you more nearly like the one great Example of our race. Remember that, coupled with sound and thorough training, must come that greatest of all forces in the world, moral strength, without which no real success is possible. Enter into the life of the place where you live as opportunity offers. Be obliging, be true, be manly; and you may be sure that at the distribution of the prizes of life you will not be empty-handed.

E. S. HOSMER.

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### THE TACTILE SENSE.

THE ability of the blind to make fine distinctions by the sense of touch has led to the opinion that their tactile sense is much finer than that of the seeing. A blind person is supposed to be able to read, to knit,—in short, to do anything requiring a fine sense of touch,—through the acuteness of this sense, which has been developed through constant practice. The reason usually given is that, as one sense is taken away, the power of another is increased.

Dr. Paul Hocheisen\* has carried through a series of experiments on seven blind and two seeing subjects, to determine the least distance at which the points of compasses could be distinguished as two. Fifty records were taken of each person, and an average of the fifty was taken as the least distance in each case. Tests were made on both back and front of all the phalanges of the fingers,

\* *Zeitschrift für Physiologie und Psychologie der Sinnesorganen*, Band V., Heft 3, 4.



on the palm and back of the hand, and on the front and back of the wrist of both hands. The experiments result in the demonstration that the blind have no finer sense of contact than the seeing, so that the power which they gain from what is popularly called the "sense of touch" must come from some other source.

I have repeated Dr. Hocheisen's experiments on eight persons, of whom four are blind and four have sight. The parts tested were the tips of the fingers and the palm and back of both hands. The experiments were performed but twice, and in the case of two of the blind subjects but once. The results show a great variation among the subjects. The right and left hand of the subject seldom correspond. In both blind and seeing persons the index finger of both hands is the more sensitive, though this is not invariably the case. From the individual results an average was taken to compare the blind with the seeing. The comparison of these averages was very interesting. On the back of the hand the blind were more sensitive, while on the palm they were less so. The comparison of the measurements on the fingers showed less difference, and often this difference was only hundredths of a millimetre. In one case, this was to the advantage of the seeing: in the other four, the blind were slightly more sensitive.

These results show conclusively that in the people tested the blind have no finer sense of contact than those with sight. This sense varies with individuals, and in individuals the different hands vary. One person with sight has a much finer perception in nearly every instance than any blind person. Among the blind the use of one finger in reading does not make that finger more sensitive, as a rule, than the same finger on the other hand. Two subjects read with their left hands, one with her right, and the fourth with either. The index fingers of these hands, except in the case of one subject, are not unusually sensitive.

If, then, contrary to general opinion, the blind have

"Very well," said Mrs. Perry. "There is a stack of black stockings, and here is the darning-cotton to match. Now I hope I can find time to mend my kid gloves and lace veil."

Four little dresses came next. When a patch was needed, Grace selected the piece, and, being told the right side, marked it with a pin.

"Your thimble shows who taught you to sew," said Mrs. Perry, gently, as she saw "Daughter" beautifully engraved on the silver.

"Yes," replied the girl. "Mamma intended to have me learn everything that is considered essential for other girls."

Saturday morning, when Mrs. Perry was in the midst of her baking, a book-agent called. "If you will break some eggs into a bowl, and send me Nellie with a palm-leaf fan, I can finish," said Grace. "You say the bread will be done in about twenty minutes."

To cover everything eatable, consult her little silver watch, and wash her hands, took about seventy seconds.

"Now, Nellie," she said to that five-year-old midget, "if you won't let a single fly steal a taste of mamma's good things, I'll make you a nice little pie."

When Mrs. Perry returned and found all was right, she asked: "How did you know that the bread and cake were done? And how *did* you carry those custard-pies brimful to the oven?"

Grace replied: "I rapped on the bread, and tested the cake with a broom-straw, as you did just now. The custard I mixed in that slender pitcher, and poured it into the pies when they were safe in the oven."

"Why did you tell me that you could not cook?" was the next question.

"I meant," said Grace, "that I could not peel potatoes or fry steak. Mamma was going to teach me this summer."

That Saturday night Mrs. Perry said to her husband, "I am not ready yet for the confessional; but I will admit

that the house is in order, the pantry full, my work-basket empty, the children are clean, and I feel as if I had been reading a new book."

Sunday afternoon Grace went with the family to the district school-house, where a Sabbath-school was kept, and a pastor from the village preached once in two weeks.

"I have not been to church in town since Nellie was born," said Mrs. Perry. "But babies are allowed here."

As the strange young lady settled herself in the stiff seat, Tom Jones, making a speaking-trumpet of his hand, said, "Who-o-o?" His chum replied in the same style, "Hired girl-l-l." Grace felt no resentment. To be hired at all implied recognized ability and independence.

The minister's wife asked if this was a new music-teacher who had come among them.

Blue Monday came, and with it washing. "I can't take out fruit-stains," said Grace, "though I know how. I can't tell how much bluing to use, and it is safer to have some one look at each piece before it goes into the sudsing water." As the best machinery and appliances were always found on the Perry farm, and the new laundress was surcharged with energy, the back yard soon began to blossom like a snowball bush, and many pieces were bleaching on the grass-plat, or "clover-jungle," as Grace named it.

"I am curious to know what you are thinking about," said Mrs. Perry. "I never saw such a face over a wash-tub."

"I was thinking," replied Grace, "of the wonderful construction of a drop of water, and of the cultivation of indigo, and how the blue makes the clothes look white."

Soft breezes through the ribbons of a wall-basket made music in Grace's soul, as she took her well-earned siesta; but soon the clatter of a mirror on the other side of the window gave warning of a change. "It's going to rain on those clothes, and Mrs. Perry is asleep," she said to herself. To follow the lines from post to post was easy enough, but that clover-jungle! The rain was falling,

but the last piece was soon secured. A bee-sting rewarded her faithfulness; but that was better, she thought, than failing through blindness.

"I can't light the gasoline fire, though I can turn it out; and I would rather not iron Mr. Perry's linen," was the confession of Tuesday morning.

At four o'clock, when the mistress came to the kitchen to inspect and finish, the clothes-bars looked like a huge snow-bank; while from every hook and nail hung the bright little dresses, like full-blown morning-glories. So thought Grace, who remembered colors, and, through Nellie's eyes, had seen every one of these. Mrs. Perry's keen eyes penetrated the snow-drift. Table-linen glistening, and not folded crossways or wrong side out, handkerchiefs with monograms on the outside, embroideries brought out in full relief, and, "Grace Dilman, where did you learn to fold pillow-cases the way my grandmother taught me?"

"I observed those you gave me for the beds," was the simple explanation.

Wednesday afternoon Mrs. Perry announced that there must be some new sheets made. "I can't indulge in much hand-sewing," she said; "and a machine is a weariness of the flesh to me."

"I will make the sheets either by hand or on the machine, as you prefer," said Grace.

"I am delighted to know that you can operate a machine," Mrs. Perry replied; "but I am going to treat myself to some hand-made sheets."

Grace measured off five yards, saying, "Now please cut me a strip of pasteboard an eighth of an inch narrower than the wide hem should be; and I will go out-doors, and tell stories for the children while I sew."

Mr. Perry overheard one of the stories, from juvenile classics, and told in the purest English, and said to himself, "I'll read her whole volumes of such literature next winter if she can serve it up in that style for the children."

Grace really dreaded the Thursday's cleaning; but Billy made a frame of laths which was quite a help in keeping her place while cleaning the floors. After dinner Mrs. Perry said: "This should be your afternoon out. What can I give you in place of it?"

"Reading," was the prompt reply. "I have not a tangible line with me except the Sunday-school lesson." The idea was a novel one; but Mrs. Perry gladly promised to read aloud one hour a day.

"Mamma says will you take me to Sunday-school?" said Nellie the next Sabbath afternoon.

"Yes," said Grace, "if you will pick out a nice, clean path, so that we shall not soil our shoes."

The child chattered on while being dressed. "Bridget wouldn't go to Sunday-school, and she said my little red Testament was no good. You needn't curl my hair. Mamma says she can afford to take care of the outside of my head, since you don't spoil the inside; and, oh, I remember, she wants you to teach me the lesson."

When the month of probation was half expired, Mrs. Perry requested her husband, who was starting for town, to send a postal to Miss King. The postmaster smiled as he received the card; for on it, in fine pen-drawing, was a picture of a portly matron leaning on the shoulder of a slender girl, and the inscription, "Hands off!" His return from the village always brought some sensation to the isolated home. "What! Marshal of the Day again? I declare," said his wife, "I haven't had a husband or a hired girl on the Fourth since I was married."

"Grace won't run off with a beau," he said soothingly; "and she had enough of dancing before that actress." So our heroine worked her way through another happy holiday by holding the baby, while the mother strolled about among her friends.

With another return, Mr. Perry announced that there was not a hammock to be had in the stores. "But I have another item of news for you," he said. "The Widow Sneider wants our old house again, if she can pay the rent in work."

"Let her come," said his wife. "She can wash and scrub for me. I have work enough for two women."

"Nellie feels disappointed about the hammock," observed Grace. "If you will authorize me to send for materials, I can make one."

When the hammock was finished, and with appropriate ceremonies suspended between the cedars like a gorgeous cobweb, Nellie clapped her hands with delight, exclaiming, "You are worth a hundred Bridgets." Perhaps her father thought so, too; but he only said, "Now we shall always know where to find the children."

"You must find some boy to help Billy gather fruit," was the housewife's next commission. "Though I know they will eat more than they pick."

"I hardly see how they can," replied her provoking spouse, "unless the birds feed them."

But there was consternation when he returned with the announcement: "Madam, I am happy to inform you that your fruit is quite safe. There is not a boy to be had for any money."

"Grace, do you think you could pick raspberries, so that Billy could pick cherries?" asked Mrs. Perry, doubtfully.

"I could not, possibly," answered Grace; "but I can pick the cherries myself."

"You will have to climb," remonstrated this matron of two hundred avoirdupois.

"That is her strong point," put in Mr. Perry.

"I thought her strong point was in running up and down stairs forty times a day," his wife remarked.

"It was only twenty-five times yesterday, besides the cellar-stairs," said Grace, laughing.

CLARA B. ALDRICH.

*(To be continued.)*

## A PLEA FOR THE MUSICIANS.

THE writer became a pupil of the Pennsylvania Institution for the Blind many years ago ; and he remembers vividly the earnestness with which the venerable principal, William Chapin, impressed upon him that music was by far the best means of earning a livelihood, of those occupations in which the institution gave instruction.

The object of this article is to show that music could be made a successful profession for a larger number than has hitherto been the case. The greatest obstacles that blind people find in attempting to make music-teaching a profession are the difficulty in getting from place to place, it being customary to give musical instruction at the pupil's home ; and the want of a suitable instrument to practice on while waiting for employment. This matter of going to the pupil's home becomes a hundred-fold magnified in small towns and in the country, where blind people rarely venture any distance alone. All these perplexities become infinitely more discouraging to females. The writer suggests that every indigent graduate of an institution who has acquired such mastery as would make him or her a competent music teacher should be furnished with the use of a piano or of such other instrument as might be necessary for the purpose of giving instruction, and thus be enabled to teach at home or in some suitably located office. (Note the use should only be granted in order to preclude the possibility of the loss of the instrument by sale or otherwise.) In this way many graduates would make a success of the musical profession who must otherwise fail. With a moderate reduction in the rates, the pupils would cheerfully come to the teacher's home or office, classes in singing and other branches of music could be formed, and the influence of friends and early associates would contribute largely to the success of teachers thus located.

Those settling in country places would have the further advantage of being freed from the competition existing in

large cities, with the high order of talent imported from European capitals.

How shall this piano or organ be furnished? Every State institution could with advantage obtain from the legislature an appropriation for this purpose. It would pay the institution, if necessary, to shorten the time of every pupil one year, in order to furnish the instrument, as a term of seven years' instruction, with the opportunity of using the skill acquired, is much better than eight years, with the prospect of failure ahead. Besides, the person with the use of the instrument would in one or two years' constant practice at home more than make up the loss of the year. Should the legislature decline to appropriate, societies could be formed for the special work of supplying graduates in music from the institutions with the necessary means of carrying on their profession.

Both these means have been employed in furnishing workshops for graduates in mechanical trades, and there is no reason why the same result could not be accomplished for musicians.

A FRIEND OF THE MUSICIANS.

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### GIRLS' SCHOOL IN CANTON.

SINCE I sent out two years ago my "Problem" with reference to the blind girls in Canton, the little school has gone quietly on, and no grand solution has been revealed to us. The Lord has graciously provided for our wants day by day; and we must still walk without sight, trusting for the morrow. Perhaps there are some who read the "Problem" who have been studying the question, and even now may see light ahead. I trust so. And may the Lord permit me to see it, too!

We have a school of thirteen pupils at present; and each one, according to her ability, is making progress. I may not have opportunity to study the most approved methods, or to instruct in them if I were familiar with them.



I may know that the kindergarten is very useful, perhaps necessary, for the younger ones; and yet there is no one to give that mode of instruction. Perhaps it will always be our lot to be feeling our way carefully from step to step, stumbling here and falling there.

The same native teacher is with us, and in some capacities I am sure we could ask for no better. She needs no oversight to have the school-room always in order, the desks neat both inside and out. The order of exercises is strictly maintained; and the recitations, knitting, singing, and playing each have their appointed hour. The four wee ones memorize their lessons; but the rest of the little girls can read and write readily, and have laid aside two needles to knit with four. One can play hymns quite well on our baby organ, and another is also learning.

All the teaching is done by the one seeing teacher. She has to prepare the lessons, either writing them herself with the frame and stylus or overseeing one of the older pupils. Thus she has already prepared nine copies of the Gospel of Saint John, lacking five chapters. For her own use she has written the whole book and several chapters in the Acts of the Apostles. The aid she has had from those who see has come from former schoolmates at the Berlin Foundling House, Hong Kong, or from girls of the medical class. These have volunteered their assistance as they have had opportunity. Some times for months there would be no one to read to her; but, with here a little and there a little, she has accomplished her task.

Last year three of the girls united with the church, and this year two others have been received.

For the present the school is sojourning in Macao, as a more suitable house can be rented where the children can have more freedom and air. This move was contemplated before the plague alarmed us. Three persons dying of the pestilence in the adjoining house in our row caused Miss Nyrup to come hastily with the children to Macao the latter part of April. Later the threats of violence to

Christians and foreigners were more alarming than the plague itself, and all are thoroughly thankful that they are here.

I came down to Macao for a vacation about the first of June. If I am permitted to go on with my usual work again, I expect to return the first of July. Just at present mission work in the city and adjoining towns is suspended by order of the viceroy. The people, wild with excitement over the continuance of the epidemic, attach blame first here, then there. Native doctors, with their native methods, fear the wrath of the populace; and our Christians have reason to be alarmed for their personal safety.

Our expenses for the year ending May 1 were \$1,074.38. We were thus left at the beginning of the new year with \$44.75 to meet current expenses and \$1,848.72 deposited in the bank, this latter sum having been given by friends for the purchase of a home for our school. Day by day we have received our daily bread, and we give thanks.

Miss Nyrup's promised two years expire this month. She ought to go home; but what could we do if she were to leave us?

*Macao.*

M. W. NILES.

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## HOME TEACHING SOCIETIES.

THE question of promoting the interests of the adult blind is one that properly does not come within the scope of purely educational work; and yet it is one in which the friends of those deprived of sight are deeply interested. In many places workshops for men and working-homes for women have been established; but, at the best, these can only meet the needs of a very small percentage of the adult blind. Our experience leads us to the belief that through the agencies of Home Teaching Societies the greatest good to the greatest number can be accomplished. Through such an agency elderly blind persons, who are debarred from engaging afresh in the active duties of life, can readily be taught to read in some of the embossed sys-

tems; and the eagerness with which such persons read the Gospels and other portions of the Scriptures printed in raised characters proves conclusively that they appreciate the efforts made in their behalf.

Through the agency of Home Teaching Societies the middle-aged and younger adult blind are encouraged not only to learn to read, but also to take up anew the occupations in life for which they have been fitted, or, if this be a practical impossibility, to take up some new calling in which their previous training may be utilized. This can be and has been done by many blind persons; and it only requires organized effort upon the part of public-spirited men and women to rightly direct the blind, in order to secure the foregoing results. No State in the United States should be without its Home Teaching Society for the Blind. The agents employed are themselves blind; and hence all schools for the blind should encourage the establishment of such societies, as they offer a new and extended field of usefulness to their graduates. F.

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## AT HOME AND ABROAD.

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### COLORADO.

MR. JOHN E. RAY has resigned his position as superintendent of the Colorado School for the Blind, in order to take charge of the Institution for the Deaf and Dumb in Kentucky. His place at the Colorado School is taken by Mr. Dudley, a former superintendent there, who was obliged to resign on account of ill-health.

The school has opened successfully, and a pleasant year is anticipated.

### FINLAND.

A FINLANDER, Raphaël Herzberg, has just invented a new writing-machine for producing simultaneously Braille and common writing. It costs about twenty-nine crowns.

## FRANCE.

THE fanfare of Beuvardes (Aisne), conducted by a blind man, M. Edmond Camus, a former pupil of the National Institution, obtained, at the great concourse of Crespy-en-Valois, two first prizes, — one for reading at sight, the other for execution. Sixty-one musical societies took part at this concourse. This success corroborates other success of the same kind. One asks why certain schools for the blind believe themselves obliged to intrust the direction of their fanfare to sighted musicians.

JOSEPH CANTALOUBE, a former pupil of the Institution of Toulouse and of the workshops for the blind of Paris, now a brush maker at Figeac, has been given a silver medal at the Exposition of Cahors.

MR. VIERNE, a former pupil of the National Institution, has just been awarded the first organ prize by the Conservatory of Music of Paris. This is the fourth time that this high honor has been won by a blind man.— *From Le Valentin Haüy.*

## MASSACHUSETTS.

PERKINS INSTITUTION opened September 19 with a full attendance. The entire corps of teachers has returned, and one new teacher has been added. Nine boys and nine girls have been transferred from the kindergarten at Jamaica Plain; and these, with other new pupils, makes an increase over the number registered for last year. This institution now includes a college preparatory course; and its pupils can be fitted to enter any college with the same intellectual equipment enjoyed by the graduates of other preparatory schools. The boys who have had the first year's work of this course begin the study of Greek this year. A correct idea of the forms of the Greek letters is conveyed to them by forming the letters in soft plaster or paste on stiff card-board. When dry, these characters are smooth, firm, and tangible.

An additional compositor has been engaged for the printing-office; and work in that department will be pushed forward as rapidly as possible. The accommodations for printing, however, are not sufficient; and the need of a new printing-office is imperative.

## NEW HAMPSHIRE.

THE *White Mountain Echo*, edited by Markinfield Addey, bears witness to the fact that blindness does not debar from the profession of journalism. Mr. Addey went to Bethlehem some twenty years ago in search of health and rest. Two years later he returned there, and has since made his summer home at that resort.

The *Echo* was established by him in 1878, and is said to have been a valuable factor in creating the new Bethlehem, as well as of great assistance in the development and betterment of the entire mountain region.

The paper was projected on a high plane, and has continued its work under conditions, set by the editor himself, demanding and producing nothing less than the best.

Journalism seems a particularly favorable field for the blind, and we are glad to draw attention to Mr. Addey's success in this direction.

## PENNSYLVANIA.

PHILADELPHIA.—Our sixty-third school year began at eight o'clock Tuesday morning, September 4. All resident teachers were on hand the day before. We have four new teachers who replace the four who have left. Of these new-comers, three are graduates of the Bridgewater (Mass.) Normal School, and one is a graduate of the New York Teachers' College.

During the summer Mr. Wayne, who has been making appliances for us, has supplied the school with a large stock of bronzed steel wires perforated with a pin-hole at each end, for use in diagraming and other mechanical drawing on cushions.

Mr. Wayne has also given our stereotype-maker a left pedal, so that the operator, who within the past twelve months has made approximately 4,250,000 pedal movements with his right leg, will now begin to equal this number with his left leg. The mechanic has also supplied the machine with a spring to push the stereoplate from the dies. This spring, which moves automatically, is of use only in case a soft metal, like zinc, is used for the plates. We have found that old zinc stereoplates may be rolled flat and used again. Thus the examination plates used in printing our last mid-year examination questions were used over again in printing the finals in June.

Ap[ro]pos of the exhibition of our Literary Department referred to in the June *Mentor*, one thousand postals bearing the following notice were sent out to teachers and others : —

PENNSYLVANIA INSTITUTION FOR THE INSTRUCTION OF THE BLIND.  
PHILADELPHIA, May 18, 1894.

You and any friends of yours interested in education are cordially invited to inspect an exhibit of the year's kindergarten and school work, together with an exhibition of our pupils at work, Saturday, May 26, between 9 and 1 o'clock, at the Institution.

EDWARD E. ALLEN, *Principal*.

As nearly as we could count the stream of visitors that poured in and out, we should say that eight hundred came.

The work of the pupils and the appliances as exhibited at this time were taken to Media in July by one of our principal instructors, Mr. Bivins, and put on exhibition for three days before the Pennsylvania State Teachers' Association.

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## EDITORIAL NOTES.

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WE have lately received copies of a ten-page paper called *The Spire*. This new periodical appears once in three weeks, and is non-sectarian. A clew to the reason for its existence is perhaps contained in its motto,—

"An editor's pen is a vane on the spire of thought, to show which way the winds of truth are blowing."

When we chronicle the fact that it numbers among its contributors Hezekiah Butterworth, the Rev. E. A. Horton, the Rev. Charles G. Ames, and other distinguished people, and that its editor is so clever a man as Henry W. Stratton, we feel that we have said much in its favor.

We commend it to our readers as a bright and interesting paper.

\* \* \*

IN the fall of 1878 D. A. Reardon, superintendent of the printing-office at Perkins Institution, Boston, made the startling prophecy that the time would come when by the use of electrical apparatus the blind could be made to see.

This apparatus, by Mr. Reardon's plan, would consist first of a layer of non-conducting material, as vulcanized rubber. In front of this would be an oval of selenium, with a rim of metal. The selenium would be covered by a glass. This whole arrangement would not necessarily be more than an eighth of an inch in thickness. A current of electricity generated by a small dry pile, which could be carried in the vest pocket, would connect with the head of the person using the instrument, and, passing through the brain to the opposite side of the head, would then be led, by means of a metallic bow or other conducting medium, through the artificial eye before described and back to the dry pile, thus completing the circuit.

The idea of the use of selenium — a rare metal — was first suggested by the resemblance of its color to the color of the retina of the eye ; and the suggestion was quickened by a knowledge of the fact that the conductivity of selenium is readily affected by the action of light.

Mr. Reardon stills feels confident of the ultimately successful application of his idea, and expresses his willingness to act as a subject for experiment.

Bold as was his prophecy, one step toward its fulfilment has been taken by Mr. G. G. Furnel, Master at the same institution, who informs us that in the spring of the present year he invented an apparatus by means of which a blind person can read ordinary ink print.

The device is about six inches high by five in diameter. The lines to be read are covered by the instrument, the close fitting lower edge of which excludes all light from without. There is, however, an electric lamp within the case of the instrument, which throws parallel rays of light through a lens down upon the characters beneath. The image of these characters is reflected upward, and by another lens is magnified, and appears upon a selenium receiver.

By a rather complicated arrangement above this receiver or plate, groups of metal points or wires are made to project above the surface of the top of the instrument, which form true copies of the characters on the page below. Thus the printed characters are reproduced in tangible raised characters.

With this device properly adjusted, Mr. Furnel claims that any blind person who can read the embossed books of the blind can, by the use of his invention, read any ordinary newspaper, book, or piece of music printed in plain black on white paper.

Mr. Furnel tells us that this device suggested itself to him while endeavoring to improve the methods for embossed printing. He has filed an application for a patent.

\* \* \*

MR. WESTERN has rendered the cause of the blind valuable service in the preparation of his article, which appears in this number of *The Mentor*, on "Ages at which Blindness occurs." The statement in the June number, to which Mr. Western takes exception, was made on the authority of one supposed to be familiar with the subject.

The statement referred to placed the dividing line at "twenty-one." If, instead, the division had been indicated by "adult blind" or "those beyond the school age," we think the statement would not have been an exaggerated one, and would have more clearly expressed the idea which the writer intended to convey.

At the meeting of the American Association of the Educators of the Blind, held in Chautauqua last July, it was stated in a discussion of this subject that not more than fifteen per cent. of the blind enter our educational institutions; and some place the number as low as ten per cent. If this be true, the problem as to what shall be done with the adult blind assumes new proportions and a still graver aspect.

It is probable that the conclusions reached by Mr. Western are as correct as can be obtained from statistics, concerning which he says:—

"Some irregularities observable in the numbers and ages of the blind in successive census returns indicate that the latter are not quite reliable. For these and other reasons the results here given can only be taken as approximate, and are liable to various corrections which I have not the means of applying."

We hope that some one will make a careful study of the census of the United States with a view to ascertaining how the statistics on this subject compare with those of England.

\* \* \*

It is our aim to keep the readers of *The Mentor* informed in regard to all books and music published in this country in embossed print. In the January and March *Mentors* for 1894 we gave the lists available at that time. We have recently received additional information as follows:—



From the Secretary of the Publishing Committee of the American Printing House : —

"The Publication Committee have not sent me the new list, but we have ready Volume I. of 'Principles of Economics,' by Professor R. T. Ely, which will be in two volumes. We are then to take up Professor W. James's 'Briefer Course in Psychology.' This will probably be in three volumes. We have completed Volume I. of 'Material Used in Musical Composition,' by Professor Goetschius."

#### FROM THE PERKINS INSTITUTION.

##### *Line.*

Adam Bede. George Eliot. 3 vols.  
 Preparations for Harmony. Compiled by Miss Webster. 1 vol.  
 Matthew's Standard Series. Grade I.  
 Elementary Arithmetic. Compiled by Miss Townsend. 1 vol.  
 Beginner's Latin Book. W. C. Collar and M. G. Daniel. 2 vols.  
 Latin-English Vocabulary. W. C. Collar and M. G. Daniel.  
 Latin Dictionary. 2 vols. In press.  
 Julius Cæsar. In press.

##### *Braille.*

A Bad Boy's Dream.

##### MUSIC.

##### *In Braille.*

Bach.	Two-voiced Inventions.
Bach.	Three-voiced Inventions.
Bach.	Gavotte in G minor.
Bach.	Gavotte, arranged from 2d Violin Sonate.
Mendelssohn.	O Vales with Sunlight smiling.
Mendelssohn.	Rondo Capriccioso.
Wagner.	Spinning Wheel Chorus.
Gumbert.	Maiden's Spring Song.
Liszt.	La Regata Veneziana.
Myerbeer.	Coronation March. (Band.)
Weber.	God of the Fatherless. (Anthem.)
Gounod.	Praise be to the Father! (Anthem.)
Chopin.	Étude, Op. 10, No. 1.
Beethoven.	Sonatina in G.
Heiniche.	Potpourri from "Der Freischütz." (Band)
	Selected Hymns. (Words and music.)
Simper.	If Ye Love Me. (Anthem.)
Sullivan.	O love the Lord. (Anthem.)
Maker.	Awake, thou that sleepest. (Anthem.)

# FROM THE SECRETARY OF THE BRAILLE PUBLISHING COMMITTEE.

## FIRST SCHOOL YEAR. AGE, 9-11.

- Monroe's New Primer. 1 vol.
- The New Franklin Primer and First Reader. 1 vol.
- Beginner's Reading Book of the Davis Series. 1 vol.
- Easy Steps for Little Feet (Swinton & Cathcart). 2 vols.
- The Princess in the Wood. } Pamphlets.
- The Town Musicians. }

## SECOND YEAR. AGE, 10-12.

- The King of the Golden River. 1 vol.
- The Story of Buzzy. Pamphlet.

## THIRD YEAR. AGE, 11-13.

- Robinson Crusoe. 2 vols.
- The Peace Egg and Daddy Darwin's Dove-cot. 1 vol.
- The Tanglewood Tales. 2 vols.
- The Courtship of Miles Standish and Evangeline. 1 vol.

## FOURTH YEAR. AGE, 12-14.

- Fourth Reader of the Davis Series.

## FIFTH YEAR. AGE, 13-15.

- Selected Poems. 3 vols.
- The Prince and the Pauper. 2 vols.
- The Prisoner of Chillon. }
- The Vision of Sir Launfal. } Pamphlets.
- The Rape of the Lock. }
- Tam O'Shanter and Other Poems. }
- Shaler's First Book in Geology. 2 vols.

NOTE.—All the Science Primers except the Introductory Primer have been printed; also a Spelling-book printed at St. Louis.

\* \* \*

We gladly call the attention of our readers to the advertisement of Mr. N. B. Kneass, Jr., which may be found in our advertising columns. Mr. Kneass is a veteran in the publication of embossed literature, and it is his desire to furnish the friends of each system of tangible type with books and periodicals adapted to their needs. His enterprise and persistent efforts in this direction deserve the generous support of the blind.

Here is an opportunity for those who do not subscribe for a magazine because it is printed in ink, to procure periodicals in embossed print. We trust that all such will subscribe for one or more of these magazines.

\* \* \*

BOUND volumes of *The Mentor* for the years 1891, 1892, and 1893 can be obtained from J. W. Smith, Publisher, 37 Avon Street, Boston, Mass. Price per volume, with library binding, leather backs and corners, \$1.50; unbound volumes, \$1. These will be sent postpaid on receipt of price. There should be a copy of this magazine in every public library and in the possession of every person, seeing or blind, interested in the cause to which the magazine is devoted.

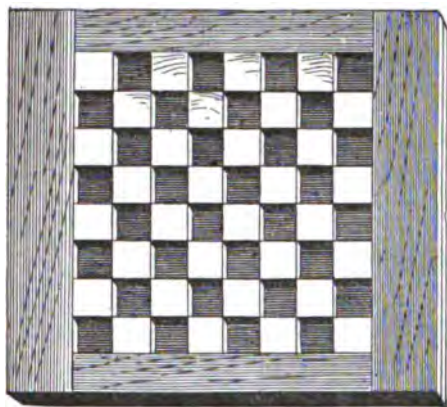
\* \* \*

ERRATUM.—On page 260 (September issue), line 6, the second word should have been “or.”

# SCHOOL APPLIANCES AND GAMES

## FOR THE

### INSTRUCTION AND AMUSEMENT OF THE BLIND.



## Checker Board and Men.

SIZE, 12 X 14.

This board is made of well seasoned hard wood, with a complete set of men having a hollow on one side which is placed uppermost when they become kings.

PRICE PER DOZEN,  
\$12.00.



Manufactured by **ALFRED WAYNE,**

No. 2825 POPLAR ST., . . . . . PHILADELPHIA, PA.

**W**E wish to call attention to the new Monthly Magazine for the Blind, which was started in January last, entitled "The Braille Leader," published by N. B. Kneass, Jr., of Philadelphia, a notice about which has already appeared in the columns of "The Mentor." The periodical is in the "American Braille" print. The key to the system will be found on the back cover of each number. Contractions and abbreviations are ignored; that is to say, the system of "full spelling" has been adopted, though later it may be thought best to make a change in this respect. Thus far every number contains eight pages; but, when the subscription lists will justify, the issue shall be enlarged one-fourth ( $\frac{1}{4}$ ), or, in other words, ten (10) pages per number shall be furnished, without change of price. Before such enlargement is made, however, there should be at least one hundred (100) subscribers listed. Half that number has not yet been secured. It will readily be understood that the cost of a small edition is greater in proportion than the cost of a large edition; and hence, when the list grows, pages can be added to the publication without increasing the subscription price, which is \$2.00 per year, post free; sample numbers, 20c.

"The Point Print Standard" is the title of another periodical published by Mr. Kneass. It is in the "New York Point" system, and is issued every second month, for \$2.50 per annum, post free; sample numbers, 45c.

"Kneass' Philadelphia Magazine for the Blind," a semi-monthly in line print, \$3.50 per annum, post free; samples, 30c. Is in its twenty-eighth (28) year.

**SPEAK OF US.  
WRITE OF US.  
WORK FOR US.**

Agents wanted to  
canvass especially  
among the seeing.

ADDRESS:

**N. B. KNEASS, Jr.,**

PUBLISHER FOR THE BLIND,

219 Church St., Philadelphia, Penn.





Kindergarten of the Colorado Blind School at Cheyenne Cañon, May 19, 1894.

# THE MENTOR

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VOL. IV.

NOVEMBER, 1894.

No. 9

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## A DAY IN CHEYENNE CANON.

THE spring — “the great annual miracle of the blossoming of Aaron’s rod” — had come into our kindergarten, first in the songs of the birds and the soft south wind through the open windows, with the wonderful sunshine which here in Colorado is never other than the sun of June, be it summer or winter. Later came bunches of golden dandelions and sprays of purple alfalfa, held close in hot little fists for teacher. And then many a happy hour was spent on the plains just outside our Institution gates, gathering flowers for the pretty little book each child hoped to take home to “mother.” No part of the school time was so eagerly looked forward to as the fifteen minutes each day which was devoted to the discussion of these treasures. Dandelions, sand-lilies, vetches, and the beautiful Colorado anemone — “a crocus out in chinchilla fur” — had been picked to pieces, discussed, and carefully described, each description making a leaf for the little “flower-books.”

Then, one never-to-be-forgotten Saturday morning, with the glorious Colorado sunshine above us, and the snow-topped mountains before us, we left the plains, and set off down the hill to see what Spring held for us in the fastnesses of Cheyenne Cañon. The twelve little blind children with three or four little outside friends, all the dolls, the kindergarten brownie, well filled lunch-baskets, and a volume of Andersen’s fairy tales quite filled the car. What a chattering there was! and the bright, happy faces, so full of anticipations of the glorious day before them, brought a smile to more than one tired face as we boarded the car. Such a cosmopolitan little party it was, too! — a rosy-faced

Swede, a little Welsh boy, two fair-haired Germans, a freckle-faced little Dane, a swarthy Mexican, and our little brown-faced Indian girls, Chewwa and Sa-ta-puits. They were the dash of color in the merry troupe; for they wore bright red shawls, the gift of Uncle Sam.

The ride of three miles was over before it was fairly begun, so it seemed; and the little people stood at the entrance of the cañon, eager to take up the line of march. They are fond of repeating Aldrich's exquisite verses, "The Enchantress"; and now they seemed to feel that they really were about to enter her enchanted castle, from whence she comes to make

"The snow fade away like a dream,  
And the pine-cone's icicle-tassel  
Melt and drop into the stream."

We had a walk of about a mile before us, so the little tots were put upon the patient "burros" waiting here for us; and, with Balaam and Nibs leading the way, we started up the trail along the brook-side. The little journey, though only a short one, took some time; for the little people heralded each new flowering bush and shrub with shrieks of delight that made the "burros" stop short in amazement, and the little ones hastily slipped from their backs, and claimed their share of the spoils.

At last we reached a lovely spot under a clump of pine-trees, close to the brook. On the one side rose a wall of gray rock, a thousand feet high, all draped with purple clematis and sweet wild roses; and far above our heads other pine-trees waved their pretty branches, and, now and then, sent a cone to sail away down the little brook to the valley below. On the other side the walls sloped gradually up, the piles of red and yellow sandstone standing out in sharp contrast to the dark green pines and firs which grow up among them, and, over all, a strip of blue sky, like a ribbon.

The beauty of the cañon was not alone for the seeing members of the party. The glory of the day held much for the little blind children. They enjoyed it all as the blind man who said,—



"We, who see by sense of touch  
And taste and hearing, see things you  
May never look upon; and true  
Is it that even in the scent  
Of blossoms we find something meant  
No eyes have in their faces read,  
Or wept to see interpreted."

The gray old walls of the cañon surely never echoed happier sounds than the songs and laughter of those merry children. A right royal play-room they had, with its carpet of pine-needles, its walls of granite, and the sky for a ceiling. They left no spot of the floor unexplored. A delightful cupboard was improvised among the rocks at the foot of a sturdy old pine-tree, and here the lunch-baskets were stowed away. They tossed stones into the brook, gathered pine cones, rode the patient little "burros" up and down the trail, and played all sorts of delightful games until time for the event of the day, — the picnic dinner. After that important event was over, they gathered up the fragments; and the delighted Nibs and Balaam received their share, of which they, like the greedy little pig, "ate up every crumb," even unto the egg-shells and the banana-skins.

The fairy tales that followed will never be forgotten. The story of the pine-tree had never seemed so real as now, when they were sitting on their carpet of pine needles with plenty of cones at hand; and the story of the "Daisy and the Dark" was more beautiful than ever, since the sand-daisies grew all along the trail. The air was full of bird-voices; and, though there were no larks, there were plenty of their friends, the robins and the bluebirds. The squirrels, too, peeped out from among the rocks, and watched for stray crumbs with their bright eyes. The little girl who had been reading in the beautiful new Braille book, "Hiawatha's Childhood," found a new beauty in it, sitting there under the "whispering of the pine-trees," listening to the "lapping of the water, sounds of music, words of wonder," and with the little Hiawatha's friends, the robins and the bluebirds and the squirrels, all about her.

They played the kindergarten games with a new zest and

vigor; and then the red shawls of the little Indian girls suggested to one enterprising youth a new game,—“Red Riding Hood.” There was a great clapping of hands at this; but, in selecting the “parts,” a difficulty arose,—each one wanted a “star” part. This was quickly obviated, however, by having *three* Red Riding Hoods, *three* wolves, and *three* grandmothers, and the remainder brave wood-choppers. When this fascinating game had played itself out, the little people consented to remain quiet long enough to be photographed. This was not an easy matter; for Nibs and Balaam did not take in the gravity of the situation, and spoiled more than one plate. First Nibs made a sudden lunge forward, and bit a piece out of the rim of Ralph’s straw hat, which was temptingly close to his nose. Then Balaam shook himself, and scattered the little ones on his back in every direction. They all scrambled up again, however; and no one was hurt. At last the photographer caught a picture, between the acts, as it were, while Balaam and Nibs were considering what to do next.

The days in the cañon are all too short; and, as the shadows began to deepen, the little ones gathered up their treasures, and prepared to leave the enchanted castle. The brook lent its aid to make the little hands and faces shining clean; and then, with arms and lunch-baskets filled with their spoils, the little ones reluctantly set their faces homeward. Their treasures of blossoms—roses, daisies, blue and white violets, and the exquisite vines of the clematis and the kinnikinnick, with its scarlet berries—made our kindergarten a bower of beauty in the days that followed. There was no lack of material now for the little flower-books. The only regret was that there were not twelve Braille-writers instead of only one; but the children were patient, and the little machine quite willing to write them all. And lovely books they were, when finished, and the loose leaves tied together with gay ribbons,—dainty souvenirs of a happy, happy day.

HARRIET T. REES.

## STATE HOMES FOR THE BLIND.

I HAD selected for my subject "A New York State Home for the Blind"; and therefore, in discussing the subject which has been assigned to me by the Chairman of your Executive Committee, I will confine myself more particularly to the condition in New York State. It is said that in our State there are about five thousand blind persons. Up to the present time eight hundred and two pupils have been enrolled at our Institution. Many—yet not all—of this number have been enabled by their education and training to support themselves. The number of blind persons who have received an education is much smaller than the number who have not. The illiterate blind become objects of charity, many of whom are at present either begging from door to door and from street to street, or being cared for in poor-houses and similar charitable institutions.

We are frequently asked by superintendents of the poor if we can provide for certain blind men and women whom we know are too old to be received. There is an effort made sometimes by these officials to dispose of the blind poor by sending them to the State Institution for the Blind.

It is unnecessary, in the presence of you who are engaged in the work, to define the object of the creation of either of our Institutions in the State; but it is often necessary to explain to both county officials and applicants that our institutions were created with the sole object of educating those wholly or partially deprived of sight, and that these institutions are considered departments of public instruction, and as such their benefits are tendered to all who would, if possessed of good vision, be entitled to the privileges of education in the free schools and academies of the State.

Our school is frequently spoken of as a "blind asylum," which leads those persons unacquainted with our work to think that the inmates simply eat and sleep, and lead an inactive life.

The title "blind asylum" is a misnomer that puts the school in a wrong light, and does it much harm.

New York State, as well as some other States, should have a home for indigent blind. We should take from different institutions of the State all the adult blind who are now supported in charitable institutions, and give them a home, making the home self-supporting by the manufacture of certain useful articles which we know they are able to make. There are two principal reasons for doing this. First, because in our county poor-houses we have not the proper facilities for caring for the blind. Most inmates of these homes have sight; and, therefore, all preparation is made for them rather than for the blind inmates. Persons who have sight are more content to do absolutely nothing than are the blind. Sight is a source of entertainment to the seeing. This entertainment must be secured by the blind through activity and the use of the hand. Second, because the blind who are now supported by the State could, if placed in a colony or home, support themselves.

The greatest help that can be given to a man is to give him sympathy, and teach him to respect and to help himself. Most men dislike to part with their manliness. A blind man realizes that he is a responsible being, endowed with all the innate powers of glowing thought and pathetic feeling. Like ourselves, he is made a little lower than the angels. Under the auspices of the civilization of the present century, he thinks that he ought to receive more and better attention. It seems that the adult blind have been almost forgotten. Their nature is not retroactive, but progressive. It has its evolutions, which must be subject to proper laws, as well as assisted by proper helps. It is now in the power of the State to make this class more independent and comfortable. Their misfortune can be mitigated to a large extent by industrious occupation.

In our cities there are too many street musicians among the blind. By giving to these persons a home, both the beggar and the public would be relieved. I will offer no apology for using the word "beggar." We are prone sometimes to avoid honest descriptions, and by so doing we encourage this profession. Blindness need not mean dependence. The blind need not be burdensome either to them-

selves, their friends, or the State. This kind of pauperism can cease. Blindness, with proper training, can mean independence; but let the blind be untrained, as well as poor, and pauperism is the inevitable result.

Persons who have had a capacity for knowledge have died ignorant, which is, as Carlyle has said, tragedy. This pauperism and this failure to accomplish something in life can be avoided if the State will show itself a little more friendly, and exercise a little more philanthropy and humanitarianism.

As a member of our Board has said: "There is a widespread feeling, participated in largely by the blind themselves and by their friends, that with loss of sight is taken away all hope, all ambition, all possibility of achievement; and, to a large extent, this is so, unless the possibility of a right training is put within their reach. That this should fail to be done universally cannot be believed to be due to other than a short-sighted governmental policy; for, if it were realized how much greater is the expense incurred in caring for the dependent blind and their helpless families by the State, or by the citizens,—which means the State,—this care would be taken from the roll of charity, and assumed by the government in the name of political economy. The expenses for the thirty-one thousand blind in Great Britain, at the minimum rate of two shillings a day for bread, lodging, and dress, amounts to eleven hundred and thirty-six pounds; and it is a very small estimate to assume that the five thousand in New York State are costing the people for their care at least a million dollars per annum, to which must be added the loss of productive labor, amounting to probably nearly as much again. The entire cost to educate the whole blind population of the State would only amount to a million and a half a year, and, when this was accomplished, the expenditure in its behalf would practically cease; while, on the other hand, the care of the blind pauper must continue throughout his life. The State's duty will be accomplished when it shall have provided for its adult blind suitable opportunities for acquiring industrial instruction."

It behooves American typhlogists, as well as American legislators, to do more toward ameliorating the condition of

the blind. There are greater possibilities for the *adult blind especially*; but, in order that what ought to be done may be done, the State must do what philanthropy leaves undone.

Let us first give to this class according to their needs, then exact from them according to their ability. In order that these abandoned and unapproved beings may concur in producing and augmenting the general welfare, the State must become their special guardian. The tardy sympathy of the people is not enough for those at large, nor the present State care either proper or sufficient for those confined.

What other class of dependent poor is more meritorious of public compassion or more able to repay its generous exertions?

Where shall we build this home, and what can the inmates do? At Batavia we have a Park comprising sixty-six acres of land. It is frequently said that there are in our State no more beautiful State grounds than those surrounding the Institution at Batavia. The citizens of Batavia would, I think, welcome such an institution; but, if not, there are other locations quite as good. It might be near a railroad centre, suburban to some commercial city, yet the amount of shipping done would not necessitate this. I would consider the question of climate and soil, for there are reasons why a small farm should be attached. There are kinds of work, even on a farm, which the blind can do as satisfactorily as the seeing can.

I would not have the work accomplished at such an institution confined alone to chair-caning, mattress-making, willow work, and the manufacture of brooms. I would vary the employment, and make of it ultimately an industrial colony and home.

There is a field of useful labor for both sexes, which can yield for them a self-earned competency. The people at large know too little of the praiseworthy achievements of this unfavored class. Their possibilities must be better understood and social misconceptions must be overcome, perhaps, before we can see their hopes realized.

The articles and goods manufactured in this home could be sold at such prices as would secure a ready sale and cover

the costs. The labor of the blind can be made very remunerative if conducted with system and on strictly business principles. At our institution at Batavia we are now selling our brooms at \$2 per single dozen, and ten dozen lots are sold at \$1.75. We sell all we can make with our present facilities for manufacturing. After receiving proper instruction, our boys do perfect work in chair-caning.

The completed product from an industrial home would, I believe, show better workmanship than that of any industrial department of a school, for the reason that we are not able to enforce with pupils the same rigid discipline that we might with older persons. Pupils, when sent from their literary work to the industrial department, consider the change a relaxation from mental work.

In disposing of manufactured goods, we could not expect to compete entirely successfully with other large manufacturing plants. We would expect to sell the manufactured product according to its value, which would bring prices below the regular manufacturers' prices. We would expect also that the State would patronize itself. The various State institutions could be supplied with many articles manufactured in this home.

I will not extend my remarks unnecessarily by discussing other trades which can be acquired by the blind.

Do not understand me that this shall be a money-making enterprise. It would be, however, a money-saving enterprise, so far as State expenses are concerned, and would greatly relieve the ever-imposed-upon tax-payer.

It is safe to presume that a large number of inmates, after several years of experience, would become so proficient that they could be discharged, to conduct a business of their own. I should have said in this connection that many persons become blind after they have reached mature years, and these are now refused admittance to our Institution.

How to employ the blind, so that they may earn a livelihood, has been for many years a problem unsolved, the solution of which cannot be had, I fear, until the premise upon which the discussion has been based is changed. Discussion of the subject should be had with the distinct under-

standing that the State shall be the guardian rather than that each individual shall direct his own efforts.

The interest which the State would take would be greater than the interest which he takes in himself. The State in its efforts would have a twofold object.

No Christian State in the Union should be without the adequate number and the right kind of institutions for the relief of all indigent classes. The State that neglects any one of these commits a political crime, if nothing more.

The creation of a home for the blind in any State where it is needed is a further advance along the line of helping the unfortunate.

Such a home should not be made a refuge for the vicious and immoral. An effort should be made to bring about both physical and psychical development. Virtue, comfort, cleanliness, and industry should be made conspicuous. All inmates would not ask for their entire support. There are those who have money, but no home, and who would perhaps desire to place themselves under the protection of such a home. A large majority, however, would come penniless; and for these the special effort should be made.

An institution such as I have described would be something more than a mere place of shelter. A man cannot be happy without something to do. The sense of personal responsibility is one of the most splendid attributes of man. It is a pleasure to be a participant in the world's workshop. It is a disgrace to have ability, and not use it. Very few persons are non-producers from choice. It is the desire of most men to possess, to be, and to act. Let us give to this class now idling away their time an opportunity to acquire, to accumulate, and to appropriate. A person who produces nothing can bestow little. There is something intrinsically noble in producing. Deprive no human being of creating value. Let us place the able-bodied blind, now supported by the State, at some machinery of industry, that he may become an honest laborer rather than a pauper. The blind also think that "it is more blessed to give than to receive."

Once established, such an institution will sing a song of prosperity. Every inmate will lead a positive rather than a negative life, and will be a producer as well as a consumer.



Experience will add quality to quantity of production, paupers will become creators of value, another class of humanity will sweep onward along the path of progress, and mankind will have risen a degree in the scale of historic development.

FREDERICK R. PLACE.

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## THE MOTHER'S RIGHT HAND SUPPORTER.

### III.

EARLY the next morning, in white dusting-cap and very thin slippers, Grace mounted a buggy which Billy had wheeled into position, and, by taking the limbs and branches in order, left only such cherries as showed by their tenacious clinging that they were not ripe. "Just look at her!" exclaimed Mrs. Perry: "on her very tippest toe on that unsteady wheel! We shall have a broken bone to care for." But what was her horror when, on going out to ring the dinner-bell, she saw that young lady swaying lightly in the top of the tallest tree, as fearless as the robin that flitted coquettishly around her head.

"Come off your perch," was what Mr. Perry wanted to say. "Spread your wings, and descend," was what he did say, and added, "What can I do to help you?"

"Go in, and shut the door," answered either the girl or the robin — one couldn't be sure which.

Not to look out of the window would have been expecting too much of a man of his athletic taste. Grace took from her pocket a small plumb with which she measured her altitude several times while descending. When it was only six feet and a half, her exact length from tip to tip, as she expressed it, she dropped lightly to the grass.

"You need not do a thing in the house while the cherries last," was Mrs. Perry's way of expressing her approval.

The next sensation was a wedding. Grace was in the kitchen, putting away a supply of groceries, and filling the bottles in the castor by means of a small funnel, when Mrs.

Perry appeared, in evident excitement. "Do you think it would be possible for you to take care of the children this afternoon?" she asked. "Mr. Perry and I are invited to a wedding and lawn reception six miles away."

"I can do it," Grace replied, "if you will tell me exactly how to prepare the baby's food, and leave Billy within call, in case Bennie might run away."

It would have hurried a stenographer to take down the conversation that followed:—

"Just one hour and a half to get ready! Run upstairs and get my green silk. There, how did you know it from the black or plaid?"

"I observed the way it was made, and thought it most suitable for the occasion."

"Oh, dear! There's a button off; and my best lace and silk handkerchief are soiled."

"I will wash them, while Nellie finds the button and green sewing-silk."

"All right again; but how could you know enough to baste that lace to a napkin to dry instead of iron-rusting it with pins? Now could you braid my hair like yours in your graduating picture?"

"Yes, if you will part it off as I direct."

"Why, you part your own perfectly."

"But, unfortunately, the nerves of your scalp don't connect with my brain."

"There, now tie my sash, and run upstairs and get my fan. Yes, yes, Mr. Perry, I'm coming. Good-by. Take care of the baby."

"Would you like to feed little sister?" asked Grace.

Nellie was delighted, and said, "You hold her paddies, and I won't spill a drop."

This is what the mother saw first on returning. "Odd that she should fail in so simple a matter as feeding the baby," she thought; but she fell asleep that night dreaming of better church privileges and even possible lectures and concerts.

The first frosty morning our thrifty housewife announced that there must be some new bedding made. Grace con-

fessed that she could not quilt a stitch, but said she could help to make comforters. So she brought the bundles and frames from the attic, and cut and stitched the breadths. When the comforter was ready for tying, Mrs. Perry said very dubiously, "There must be a tuft in every sprig of leaves."

"If you will be so kind as to stick pins like posts, I will do the tying," said Grace.

"Oh, let me do that," chirped Nellie. "I'll be a naughty Brownie sticking thorns in the leaves, and Grace will be a good fairy pulling them out and putting flowers in their places."

When the Brownie was finally driven from the field, Grace said triumphantly, "Now, if mamma will straighten these edges, I will finish the work."

Who did make the comforter?

"I wish I were skilful in fancy-work," said Mrs. Perry one day, as they sat mending. "So many pretty articles can be made of worsted, and the woven work is not nice. I asked a friend to teach me how to crochet baby sacks; but she said, if I didn't want more than six, she would rather make them for me."

"Not very complimentary," said Grace. "I'm sure I should love to teach you, or make the things myself, if you would rather." And so Grace made out an elaborate order for baby blue, old gold, cardinal red, etc. And, while the sweeping and dusting and dish-washing went on without interruption, jackets, hoods, scarfs, and slippers blossomed semi-weekly.

"You never told me how you learned to take care of children. You say you were an only child," said Mrs. Perry.

"Mamma took a baby-boy to board last summer," Grace explained, "and I persuaded her to let me take care of him, always under her eye, of course. I learned to do everything for him: only I couldn't take him out riding. The kitchen girl did that, but I had to go along to watch the girl. Then I studied child nature theoretically in the normal class of our kindergarten, and taught a little in the modelling room."

"There was too much of French and music in our seminary to allow us girls time for anything so commonplace as child-training," Mrs. Perry remarked.

"I'm sure I don't know why we learned it as a branch of teaching," said Grace, sadly. "Not one of us would venture to open a kindergarten, and we never planned for homes of our own."

"I had no such advantages in my childhood as you enjoyed," said Mrs. Perry, "and now there is not a kindergarten within twenty miles of us; and what to do with the children this coming winter is a perplexing question." Then an idea struck her, and she exclaimed: "O Grace, I wish there were two of you. If I could only spare you, you could teach the children."

Grace merely remarked that the kitchen bedroom, if it were painted and papered in harmonious colors, would be a nice place for modelling, and the subject was dropped.

One golden afternoon in October Grace was putting on her wraps to go for a walk with Nellie, when she heard a neighbor, Mrs. Martin, at the back door, saying, "Mrs. Schwartz's sister has just come over from Germany, and they want to get a place for her to work in this neighborhood." "I will take her," said Mrs. Perry, promptly. "I had decided to make a change as soon as possible. Grace will not do any longer for my hired girl."

"I thought you'd be sick of blind help by this time," sneered Mrs. Martin.

Grace snatched the child's hand, and fled like a wounded deer across the sunny pasture to the edge of a neighboring wood lot. Perching Nellie on the fence, she charged her to look sharply. "I don't see anything," said the child, "except a squirrel cracking nuts, and a crow that nods to me, and says, 'I won't fall'; and, oh, the ground looks as if Santa Claus had piled up a million billion little red and gold Testaments! Let's play babes in the woods. I'll be Robin."

"How like a robin she is," thought Grace, "with her crimson jacket and chirping voice!"

As the light leaves fell and buried her recumbent form, her trouble seemed to crush her into the earth. "Oh, if

this were only my grave!" she murmured. "The snow-banks would keep me warm, when the cold winds blew; and perhaps in the spring I should turn into a blue-eyed violet, and then somebody would have use for me. I have done my best, and failed. When the earth is covered with red and gold Testaments, will there be justice for the weak? O mother, mother, if you had been as merciful as the heathen, you would have smothered me when you saw I was blind!"

A heavy tread vibrated along the ground, followed by an angry bellow. Mr. Martin had turned a cow and calf into his wood pasture, not seeing what the keen eyes of the brute mother soon detected, the flitting form of Nellie Perry. All the latent fire of maternity in the maiden's soul blazed up when she thought of the child in her charge,—her robin. Springing from her leafy grave, and catching her bearings from a sunbeam across her shoulder, she soon tumbled the frightened Nellie over the fence, and together they sped toward home. But a crash and loud bellow behind showed that the cow had broken the barrier, and was fearfully near. Nellie's hands were on the orchard fence, but the sharp horns were in her skirt. Quick as thought, Grace caught the horns in her hands, shouting, "Run, Nellie, run!" The animal thus foiled was goaded to madness. The girl, still clinging to her horns, fainted.

"The poor darlint!" said Billy, with streaming eyes, as he unclasped the rigid and bleeding fingers. Mr. Martin laid her gently in the waiting buggy. Mr. Perry, on his swiftest horse, was already galloping off for the doctor.

That gentleman, arriving, found his patient delirious. Grasping the bed-railing, she called out: "All right, major, I'm not afraid. Higher, higher, higher! Come along, girls, I'm almost to the ceiling."

"Badly shaken up," said he. "But there is no danger of brain fever. She's too well balanced. Only girls in stories take that refuge on every pretext. In real life they simply suffer on."

With returning consciousness came back the trouble. Learning that the new girl had come, she said calmly, "I will go to-morrow."

"You shall go where you please, when you are well," said Mrs. Perry, gently, thinking her mind was wandering again. "Yes, where I please," mused Grace, "like Eve leaving Paradise. All the world before, but home behind. And blindness is like that flaming sword, shutting us out of everything but heaven." Then, steadying her voice, she said, "Please tell me wherein I have failed."

"Failed!" echoed Mrs. Perry. "You have far surpassed my expectations."

"Then why do you discharge me?" Grace asked; and now the tears would come.

Mrs. Perry folded the girl in a warmer embrace than she had known since her mother died, and said: "My dear child, do you suppose that a rude peasant could take your place in this house? She is only to do the drudgery, so that Billy can go to school, and you can keep a little kindergarten, and help me in a thousand other ways. I shall pay you three dollars a week; and you shall not be called my hired girl, but my right hand supporter. Mr. Perry and I have talked it all over, and decided that, if you can be contented in this lonely neighborhood, Nellie's home shall be your home as long as you live."

CLARA B. ALDRICH.

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### AGES AT WHICH BLINDNESS OCCURS.

I HAVE read with great interest in the October number of *The Mentor* an article by Mr. George A. Western, in which an editorial note published in *The Mentor* of June last is criticised. *The Mentor* stated editorially that four-fifths, or 80 per cent., of those who are deprived of sight, lose their vision after they are twenty-one. This means, I presume, that 20 per cent. of those who lose their sight become blind before they are twenty-one years of age.

Mr. Western, in his article, undertakes to disprove this statement, and arrives at the conclusion that three-fifths, or

60 per cent., of the blind lose their sight after they become twenty-one years of age. There is, evidently, a discrepancy between these conclusions which merits investigation.

Briefly stated, Mr. Western's presentation of the case is as follows :—

According to the census of England and Wales for 1891, there were living at that time 23,467 blind persons, of whom 12,281 were males, and 11,186 were females. According to the same census there were at the age of twenty-five and under, 2,325 males and 1,910 females. Deducting from these 455 males and 359 females, the number of blind persons between the ages of twenty-two and twenty-five years, Mr. Western concludes that in 1891 there were living in England, at the age of twenty-one years and under, 1,870 males and 1,551 females.

Assuming the death-rate among the blind to be the same as that among persons with sight, Mr. Western argues that, among the blind upwards of twenty-one years of age, 2,025 males and 1,821 females had been deprived of sight at birth or during childhood. Mr. Western claims that these figures show that 31.7 per cent. of the males and 30.1 per cent. of the females of the blind of England and Wales lost their sight at twenty-one years and under. Proceeding, Mr. Western argues that, owing to the high death-rate among the youthful blind, these figures should be corrected, so as to read 37 per cent. males and 35 per cent. females; in other words, that the editorial statement of *The Mentor* is out 17 per cent. in the case of males, and 15 per cent. in the case of females.

With your permission, Mr. Editor, I will examine these figures more closely, and endeavor to point out wherein Mr. Western's conclusions are wrong.

In the first place, the English census shows the number of blind at the age of twenty-five years or under to be: males, 2,325; females, 1,910. From these Mr. Western has deducted 455 males and 359 females, the number of the blind at twenty-two, twenty-three, twenty-four, or twenty-five years of age. It is quite evident that those who are twenty-one years of age have all lived for more than twenty-

one years; and hence the numbers deducted should be increased, and instead of 455 males and 359 females there should be deducted 569 males and 448 females. This proves that of the living blind under twenty-one years of age there were in 1891 in England and Wales 1,756 males and 1,462 females, the percentage being: males, 14.29 per cent.; and females, 13.06 per cent. Estimating the mortality among the blind to be the same as among those with sight, it would follow that among the adult blind 1,898 males and 1,716 females had been born blind or had been deprived of sight before they had reached the age of twenty-one years, the percentages being: males, 15.44 per cent.; and females, 15.34 per cent. If these figures were absolutely correct, they would prove that among the male blind 29.73 per cent. and among the female blind 28.4 per cent were either born blind or lost their sight during childhood.

The following table will show these results more clearly:

CENSUS, 1891.

Total number blind in England and Wales . . . . .	23,467			
	<i>Percentage.</i>			
	<i>Males.</i>	<i>Females.</i>	<i>Males.</i>	<i>Females.</i>
Under 21 . . . . .	1,756	1,462	14.29	13.06
Over 21, blind from childhood . . . . .	1,898	1,716	15.44	15.34
Total . . . . .	3,654	3,178	29.73	28.4

Mr. Western admits that, owing to the high death-rate among the youthful blind, his percentages require to be corrected; and he thereupon adds 5 per cent. to his previous estimates, making the proportions blind from childhood: males, 37 per cent.; and females, 35 per cent. Here, I think, Mr. Western has fallen into a serious error.

According to his own estimates, based on the census returns, there were 1,870 males under twenty-one years of age; and, of those who lost their sight in childhood, 2,025 over twenty-one years of age, being 31.7 per cent. of the total number of male blind in the country.

Now, it is plain that the high death-rate among the youthful blind cannot affect the percentage of the living blind under twenty-one years of age, *as shown in the census returns*, but that it bears directly upon and diminishes the per-



centage of the blind over twenty-one years of age who were born blind or became blind during childhood.

Assuming Mr. Western's estimate of the death-rate among the youthful blind to be correct, it then follows that the percentage of those who have been blind in childhood should be reduced, and not increased; and, instead of reading as per table above, it should read: males, 24.73 per cent.; and females, 23.4 per cent.,—showing that among the adult blind 75.27 per cent. of the males and 76.6 per cent. of the females have lost their sight after they became twenty-one years of age.

Taking into consideration that use and abuse tend to the destruction of vision, I think that it is a reasonable proposition that among those who are practically blind, but who are not enumerated in the census returns, a still larger percentage will be found among those who are upward of twenty-one years of age.

The truth then appears to be, as *The Mentor* stated, that about 80 per cent., or four-fifths, of the blind, lose their sight after they become twenty-one years of age.

Far be it from me in any way to check the efforts that are being made to advance the interests of the youthful blind, and I agree with Mr. Western that our efforts in this direction should in no wise be relaxed; but, like *The Mentor*, I believe that a systematic effort should be made to alleviate and improve the condition of those who lose their sight after they reach manhood or womanhood.

C. F. FRASER,

Halifax, N.S.

Superintendent School for the Blind.

## DISCIPLINE IN THE KINDERGARTEN.

How can we have discipline in the kindergarten, and yet have freedom? This is a question often asked. I will try to give a few practical thoughts from my own every-day experience, as it is our teacher. I will begin with that most important hour, the morning talk. Let us suppose the bell

has rung for the opening exercises. The children go to their seats quietly, with lips closed and hands at rest. If children are late, we should not ask them to join the ring, because it would disturb the quiet and thoughtful moment which is desired before and during the singing of the hymn. So they stand by the door until the teacher wishes to speak to them. They very soon learn what it means to be late. And the other children have learned the lesson also.

After the singing of the hymn, good-morning songs, finger plays, and other songs are chosen, relating to the season and subject for the week.

Each and every child has the privilege of choosing, and shows his desire by raising his hand. This avoids the confusion which must follow when all choose or speak at once, and avoids also the thoughtless choosing of songs; yet the child has "liberty under law," the law being represented by the teacher. This order is carried out, not only in the talk, but throughout the morning.

Now comes the marching like soldiers (no talking) and physical exercise or free play. Then the eyes and ears should be open to hear the command by the captain (teacher). From this they go to the tables, and stand erect (as we all should do), the teacher being the example.

Then they sit, at the command; and, as the work is being given out, they talk quietly with their "next-door neighbor."

During the lesson we expect attentive and careful work. We ask for the lips to be closed, so that everybody may be able to hear what is said. Thus a direction need be given but once. This depends on the age and class of pupils. Always hold the thought of the perfect in mind. If a Georgie or a Jimmie disturbs us by an act of disobedience, wilfulness, or anything which interrupts the lesson, he loses his privilege to sit at the table and work. In an extreme case his work is taken away. The punishment is mild, but felt by all.

The same order, except the talking, is required of the other class which is having occupation or busy work. They talk quietly with each other or with the teacher (if there are two), relating their little experiences of the past day,

asking questions, and having a merry, happy time under the guidance of the teacher,—again “liberty under law.”

“Now the time has come for play,” they are bright and eager for the games. A child is chosen to go into the ring and choose a game. We listen to hear what she or he will choose, and whom she will invite to help her. The story that was told in the morning may be dramatized. Everybody helps. Those who do not take active part in the game help by singing, so each one is doing his or her part. After one or two lively games we try to have restful ones. The discipline at this time is the same, except there is more freedom allowed. But, at the word, order is restored.

It is now time to return to the tables for the gift and occupation. The children, who had the gift lesson the first time, now have the occupation. The discipline is the same as in the previous hour.

This is a general account of the discipline (touching only the main points) which should be in the kindergarten. By discipline I do not mean punishment, neither do I mean to have a set of rules. To the children let them be called “things to be remembered.” These rules (I will call them so to you) are based on the meaning of the word “discipline,” which the Century Dictionary gives us as “the mental and moral training; the cultivation of the mind; the formation of the manners; and to accustom to order.”

If we follow this meaning, the child shows and feels some good result. We cannot expect to see these good results immediately. But it is developing the possible man in the child, which Froebel believed to be in every child. The immediate and lasting results are a quiet and busy kindergarten, respect and love for the teacher, kindness toward each other, and quick obedience to the word.

I have carried out these thoughts in my own kindergarten, and find and know the results to be satisfactory.

CAROLYN H. HARDY.

A COMPARISON OF THE BLIND AND OF THE  
DEAF AND DUMB FROM A GERMAN  
POINT OF VIEW.

*(Translated from the 57th Report of the Blind Asylum at Gemund, Würtemberg,  
by E. E. A.)*

THE question is often asked, Who are the most afflicted,—the blind or the deaf and dumb?

If we look first at the relation of each to practical life, we see that the deaf and dumb, who are able to go about with ease and without hindrance from their infirmity, have far less to contend with than the blind, who are unable to go about alone in new and strange places. The life and activities of the blind are a continual wandering and groping in the dark. The deaf and dumb are the greater producers. If they have had good training, they are fitted to follow most trades or farming. And, although it is true that individual blind people of exceptional ability and education have made a handsome living in the profession of music, and that a few have really done astonishingly well through their skill in the arts, yet by far the majority of the blind follow such humble occupations as braiding, knitting, spinning, brush-making, and basket-making. Even here a skilful and industrious blind man competes but poorly with a workman who can see. The deaf and dumb are unquestionably better able to earn the necessities of life than are the blind. But we must never forget that the uneducated deaf and dumb are extremely pitiable objects; for they exist in a condition which is at best scarcely human. We could cite horrible examples of how much they fail to grasp what is educative and ennobling, how much they lose of what is admonishing, encouraging, and consoling. Savages would certainly be far more susceptible to impressions than are the untrained and neglected deaf and dumb.

Aside from the difficulty the blind have in earning their daily bread, they have to forego very, very much. They can have no conception of the pleasure those who see get from beholding the starry heavens, the rainbow, and the glowing

sunrise and sunset. The gentle feelings which the sight of a charming landscape or of a flowering meadow gives are denied the blind. They cannot know the delightful feelings of yearning, hope, and aspiration which the coming of spring awakens in the heart.

Much harder to bear than congenital blindness is blindness which comes later in life. The world in which men lived and worked dies when their eyesight departs. Melancholy recollections fill the breasts of these unfortunate ones,—recollections of the bright days of childhood and of the beauty and glory of days that are gone. The son of blinded Melchthal mourns: "Oh, a noble gift of God is the light of the eye!" All beings live by light; every happy creature, and the plant itself, turns gladly to the sun. But he must sit groping in night and endless darkness. The warm green of the meadow, the coloring of the flowers, refreshes him no more. He can not see the heaven's glow. To die is nothing; but what a despair it is to live and be blind!

There are compensations, however, in the world of the blind. The place of the eye is more readily supplied than that of any other special sense-organ; for the perceptions of touch may, to a certain extent, replace the lack of sight. The touch is capable of so marvellous a development that it can not only read embossed print, but can distinguish even the smallest and most delicate things. The sense of hearing becomes so developed that the blind man recognizes an acquaintance by his footsteps. The sense of smell becomes so keen in individuals that on entering a room they can tell by it if any one is there, and who it is. The intellectual blind man is possessed by an ardent desire for knowledge. He catches stories, descriptions, and delineations; and, because his attention is not distracted by involuntary perceptions, he can retain well what he hears, and tell it again in a lively manner. The blind are seen to be protected from the over-abundance of distractions which embarrass the seeing. Those who see frequently close their eyes in order to be able to think deeply and clearly. Cut off from the outer world, the blind readily turn their thoughts inward, and so bring them to fullest maturity. The mental life of the blind can reach

the highest fulfilment and purity; and thus there may exist for them beautiful inner lives, which compensate richly for the more boisterous joys of the world at large. The director of a larger school than ours has said, "The blind are of all people most in the condition to apprehend the unseeable, and conceive the God-like with a clearness which we can hardly understand; to exalt themselves into the world of the ideal, into the blessed contemplation of things heavenly; and to rise superior to things earthly, with all their cares and pains."

If we consider the condition of the deaf and dumb, we are forced to say at once that a world without sound would seem to us dismal and unbearable. A man's inner self, his thoughts, his feelings, and his will, are expressed by the tones of his voice. The deaf and dumb resort naturally to a language of pantomime. But, be this language ever so nicely developed, it can never take the place of articulate speech or become the vehicle of logical thought. Even those deaf and dumb people who have been taught to articulate and to read the lips of others are far from being on an equality with their hearing fellows, for they seldom acquire a pleasant voice or a clear enunciation; and many of those who do acquire these lose them later on, as they cannot hear their own voices, and as their attention is rarely directed to their faults of speech. Lip-reading has its drawbacks; for all people do not use their lips alike, so that to the deaf every person speaks a seemingly different dialect. Visible speech is hardly practical at a great distance or from one side, as the possibility of reading the lips ceases when the head is turned the least bit. The deaf and dumb, when with other people, must needs feel themselves oftentimes isolated, cut off, and shut in.

Again, it must be observed that only the outward form of people and things comes to us through the eye, but that their soul speaks to us and penetrates our hearts through the ear.

Song and speech move us much more deeply than does a picture: the ear is the special gateway to the soul. The voice of a reader exalts and moves the listeners far more

easily and strongly than the lifeless page. The cry of grief and pain seizes upon the soul far more powerfully than does the mere sight of suffering. How much the deaf and dumb lose, lacking, as they do, this avenue to the inner life!

The deaf and dumb who have given attention to the study of language can enjoy the treasures of literature through reading, but the full enjoyment which a feeling recitation of poetry gives is denied them. Music is closely related to poetry: song soothes the sharpest pain. The wonderful power of tone is able to snatch bewildered souls from sensuality, and to make them alive to the higher duties of life. All this is impossible to the deaf and dumb; and, accordingly, they must lose much that belongs to a complete inner life.

We see that deafness and blindness have their light and dark sides. He is happy who knows how to bear with patience and resignation the burden which God has laid upon him, who stands in such relation to his heavenly Father and to his Saviour that he can say with the apostle Paul, "We are pressed on every side, yet not straitened."

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## BLIND PEOPLE AND THEIR CHANCES IN LIFE.

A letter signed "A. B.," appearing in the *New York Sun*, in which the writer, an educated man, accustomed to the comforts of life, inquires as to the existence of an institution in which "the remainder of his days may be made endurable," touches on a matter of importance.

The belief which seems to prevail both with those who are blind and those who are not is that blindness necessarily means dependence.

That this is not true is abundantly proved by the long line of illustrious names, from Homer and Milton down to our own Mr. Milburn, for many years Chaplain of the House of Representatives, or to the late Postmaster-General of England, Mr. Fawcett, who used to ride and fish, skate and

swim, with all the courage and self-reliance usually associated only with sight.

It is not alone with those of exceptional natural ability that this self-reliance is possible; for scattered everywhere throughout the country are men of very ordinary gifts, but of pluck and industry, who in some intellectual or even mechanical pursuit are making comfortable livelihoods for themselves and their families, and in some instances have acquired wealth.

Unless "A. B." is physically incapacitated in some other way than by the loss of sight, he should understand that the time has not yet come when he may relinquish the sacred privileges of work and independence, and sink to the level of hopeless pauperism.

Self-interest, if not philanthropy, should teach the public that it cannot afford to withhold a helping hand from any one of a large and self-respecting class of its citizens at a time when a little assistance might make them capable of self-support, and the lack of it condemn them to a life of entire dependence upon a charity which must ultimately, in one way or another, come from this same public.

There are two things to be done: first, to impress upon the blind themselves the fact that they have within themselves possibilities worth developing, though they may lie in quite different lines from any they have heretofore followed; second, to make the individual members of this great Commonwealth understand that their obligations in relation to the blind far transcend the mere giving of alms.

According to the last census there are in the State of New York more than five thousand blind men, women, and children. There is but one distinctively State institution for the education of the blind; and this, with the exception of a few entered by a special permit, is accessible only to those under twenty-one years of age.

This institution in the twenty-five years of its existence has educated less than nine hundred, an infinitesimally small proportion of those whom proper education would enable to become self-supporting.

As a consequence of the apathy of the public in regard to



the needs of the blind, the population of our almshouses is made up in no inconsiderable degree of these unfortunates whom the State is obliged to care for because it has not helped them to care for themselves.

Assistance, to be effective, must be rendered in two ways : It is imperative that the State should establish and maintain industrial training schools for the blind, in which provision is made for adults as well as for children, and the various trades thoroughly taught. Of the few whom the State has already educated, a large number have become successful in their work. But, that a much larger proportion may become so, the assistance must not cease at the critical time when the blind man starts out to face an uninformed and practically unsympathetic public, equipped to earn his own living. This public, while it would contribute, collectively, to his support, were he in a poorhouse or asylum, would not individually know how to receive him.

It is at this point that French philanthropy has been more far-seeing than our own, and that chiefly through the eyes of a blind man. Maurice de la Sizeranne, appreciating the difficulties that his blind co-workers were obliged to meet, established by indefatigable effort an organization well-nigh perfect in its details, one chief function of which is to bring the educated blind in touch with those by whom their services might be required.

A church in need of an organist may secure one through this association ; firms wanting chair-caners, mattress or broom makers, may be supplied ; and good piano-tuners are furnished upon application.

What better occupation could "A. B." engage in than the establishment, on ever so small a scale, in the city of New York of a bureau having aims similar to those of the French association, through which he could do a work of enormous value for his fellow-blind, and by which, if he were to charge a moderate fee, he might make unnecessary the task of looking for a home provided with comforts to make endurable his last days ?

F. PARK LEWIS, M.D.

*From the New York Sun.*

## THE DOORS OF THE TEMPLE.

THREE doors there are in the temple  
Where men go up to pray,  
And they that wait at the outer gate  
May enter by either way.

There are some that pray by asking :  
They lie on the Master's breast,  
And, shunning the strife of the lower life,  
They utter their cry for rest.

There are some that pray by seeking :  
They doubt where their reason fails,  
But their mind's despair is the ancient prayer  
To touch the print of the nails.

There are some that pray by knocking :  
They put their strength to the wheel,  
For they have not time for thoughts sublime,—  
They can only act what they feel.

Father, give each his answer,—  
Each in his kindred way ;  
Adapt Thy light to his form of night,  
And grant him his needed day.

Give to the yearning spirits,  
That only Thy rest desire,  
The power to bask in the peace they ask,  
And feel the warmth of Thy fire.

Give to the soul that seeketh,  
'Mid cloud and doubt and storm,  
The glad surprise of the straining eyes  
To see on the waves Thy form.

Give to the heart that knocketh  
At the doors of earthly care  
The strength to tread in the pathway spread  
By the flowers Thou hast planted there.

Then in the common temple  
There shall worship hand in hand  
The lives that man's heart would hold apart  
As unfit to dwell in one land.

For the middle wall shall be broken,  
And the light expand its ray,  
When the burdened of brain and the soother of pain  
Shall be ranked with the men that pray.

GEORGE MATHESON.

## WHAT WE WANT.

DURING the present century the changes in industrial conditions have been both marked and rapid. The proportion of workers who sell their services directly to those who are ultimately to benefit by them has been steadily diminishing; while the army of those who take work at second hand, selling their time at a fixed price and working under the direction of some one else, has been as steadily increasing, until it is now the great mass of our population. But any one who has carefully noticed the ways in which blind people get their livings must have observed a very different state of affairs. Comparatively few blind people work for salaries or wages. The vast majority have their own business to obtain and to manage. These must not only execute, but also plan, their work. They need not only knowledge and skill in their respective lines, but also the enterprise and sagacity of an *entrepreneur*. They need the capacity for, and the habit of, independent thought and decision and prompt action. Do they as a whole have these qualities? It is probably true that any physical disability has a tendency to give its bearer a feeling of dependence and inferiority, which wars against self-reliance. How shall this tendency be overcome, and the balance tipped in the opposite direction?

Fortunately, educators are now giving much attention to the active faculties, and are allowing plenty of room for originality; and the effect of this is strongly felt in our special schools, because pupils there usually graduate at a maturer age than in the public schools. The kindergarten is teaching, among other invaluable lessons, the habit of personal observation of things, to discover their various features and to learn what may be expected of them under given circumstances; while methods and appliances to facilitate individual study through the entire course are being continually devised. Such advantages command a most grateful reception; but in the work of education the person to be benefited must take an active and ever-increasing part. As we look back over our school-days, we are almost sure to feel

that our most serviceable gains were made at those times in our school work when we were thrown upon our own resources ; and, as the same appears to us to be true in the development of others, we may accept it as a fact, and not a mere fancy born of self-conceit. Then, too, the debating society, with its hunt for facts, its anticipation of opposing arguments, and its watchfulness of the movements of opponents, the games requiring attention, thought, and decision, and the various outside schemes and projects conceived and put through voluntarily and independently, had no small share in training for future activities.

The graduate of an institution or his brother, whose need for what the institution gives begins too late in life for him to receive it, will have to depend upon the sight of others for much that he wishes to know and to do ; but, if he will familiarize himself with such things as, for example, the arrangement and symbols of dictionaries, maps, and various kinds of tables, the forms and uses of business documents, and the locations of streets, buildings, etc., he will be enabled to achieve results, with the aid of almost any one, which would otherwise require the assistance of some one versed in these matters, and so in a way lessen his dependence, while making his capabilities more available for work.

It is now the practice of many schools, especially those which train for particular vocations, to assist their graduates in obtaining situations. This fact may have strengthened the opinion held by some that institutions should endeavor to find places for their graduates. I shall not attempt to discuss the advisability of such a course on the part of the institutions. I wish simply to call attention to three facts : first, institutions are doing this work to some extent ; second, situations for which institution graduates are thoroughly well fitted are not numerous when compared with the applications for them ; and, third, the application made by or on behalf of an institution graduate usually stands at a disadvantage, even though he may be better qualified than his competitors. A few positions within its own walls are almost the only ones which an institution can easily bestow upon its graduates, and here the good of pupils must be first

considered. It is doubtless an encouragement to pupils to have a few capable, self-reliant examples constantly before them, but there is great danger of giving this advantage undue weight to the neglect of others equally essential; and true success on the sea of outside affairs is a better recommendation for such posts than failure or inexperience. Lastly, where so large a majority must swim or sink, is it not the part of manliness to be prepared and willing to take one's chances with the many rather than inclined to seek safety with the few?

E. H. FOWLER.

### ADAM GEIBEL.

ADAM GEIBEL was born in a little village near the city of Frankfort-on-the-Main, Germany, on Sept. 15, 1855. When nine days of age, he caught a slight cold, which settled in his eyes. The doctor, in whom the parents had all confidence, said it was necessary to prescribe a wash for the eyes. Caustic was used; but the doctor, not being an experienced oculist, did not order its proper use, and in a few weeks the child's eyes were destroyed. His father was careful to obey the physician in every particular, not knowing the substance which he was applying. Everything was done to restore the sight, but to no avail: the eyes were closed forever. In 1862 his parents immigrated to America, and settled in Philadelphia. In 1864 Adam, then nine years old, was admitted to the Pennsylvania Institution for the Blind in that city, from which school he graduated with high honors in music in 1875. In 1874 he received the prize of a gold medal for the composition of an anthem to "the twenty-third psalm" and "A Rondo for Piano." Mr. Geibel, while under various teachers at the institution, received his best instructions from that teacher of teachers, (so he calls him), Mr. David D. Wood, organist of St. Stephen's P. E. Church; and it is to him that he is indebted (he says again) for not only his musical education, but for that loving friendship which helped to make him what he is to-day.

Mr. Geibel's first publication, "Evening Bells,"—for the piano,—was published in March, 1874. This little piece met with such a success that he soon found means to have more difficult works issued. At the dedication of Machinery Hall (Centennial Buildings), July 4, 1875, his two-part song for ladies' voices, entitled "Good-night, my Love, Good-night," was sung by 250 young ladies from the Philadelphia Normal School. His "Centennial Ode" was sung at the celebration in Independence Square in July, 1876. His compositions now number over a thousand pieces of all kinds. His chief European publishers are J. Curwen & Sons, of London, who publish a large number of his "songs, duets, trios, and quartettes," and who two years ago furnished him with the words for twelve duets for soprano and alto voices. This collection was first issued in London in 1893. The American right was sold to Oliver Ditson & Company of Boston, Mass. This book is known as "The Geibel Album." He is rapidly gaining fame as a writer of male and mixed quartettes, the White, Smith Publishing Company of Boston being his sole publishers of that class of music for the next three years. He has composed the music for two light operas and a number of cantatas. He dictated every note to an amanuensis, Miss Florence W. Williams, and is as familiar with the staff, etc., as though he had always seen it.

He is now an instructor in the Institution for the Blind where he was educated, having been appointed in 1884. He is also assistant organist to Mr. Wood at "The Temple" (Rev. Russell H. Conwell, pastor), and plays on Sunday afternoon on the electric organ at the North Fourth Street Mission, which is maintained by Mr. John B. Stetson. His latest work, a cantata, "Bethuel's Daughter, or Isaac and Rebecca," was produced at the Temple on May 31, this year, by a chorus of 130 voices and leading Philadelphia soloists. It was received very favorably by the press and public.

Mr. Geibel is a versatile composer, and makes everything, from the infant school song to the grand anthem, tuneful. His flow of melody is truly remarkable, while his harmonies

are rich in modulation, elegant in figure, and strikingly impressive. He has a sunny, cheerful disposition, is a good conversationalist, honorable in all his dealings, and an interesting and forceful talker in public.—*Harper Memorial Monthly*.

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## AT HOME AND ABROAD.

## ALABAMA.

THE Talladega Academy for the Blind opened with fifty-four pupils present on the first day. Ten more—five old and five new—signified their desire to enter at once. The most of these pupils are between the ages of eight and twelve.

The girls are very proud of their new porch in the west side. It is forty-six feet long, and the architectural effect is excellent. It is particularly appreciated evenings and rainy days.

One of the most important improvements of the summer is the covered passage-way between the kitchen and store-room, encased in glass. This serves the purpose of a dining-room for the servants.

## CALIFORNIA.

AT the California Institution for the Blind, at Berkeley, a *mangle* is used in stereotyping instead of a *wringer*, and it is said to work well,—in fact, to turn out better work than the rubber rollers.

## COLORADO.

AT the opening of the school on the 6th of September there were present in chapel, at morning exercises, 33 pupils. This number has been augmented by subsequent arrivals until we now have between 45 and 50 pupils. All the teachers have returned to their posts. A new teacher being needed, Bruce Adamson, a pupil, was elected to that position.

We feel under deep obligations to Professor A. C. Pearson for an opportunity to attend an afternoon concert at the Broadmoor Casino, when the orchestra of Professor Romandi rendered a programme arranged by Professor Pearson especially for our entertainment.

It is fast becoming one of the fixed usages of the school for a party of blind boys to make an annual ascent of Pike's Peak. A successful attempt was made last Saturday, all, except one whose lungs gave out, arriving safely at the top.

## ENGLAND.

**YORKSHIRE SCHOOL FOR THE BLIND.**—It will be interesting to subscribers and friends to know that Mr. James Smith, a former pupil of this school, has succeeded in gaining his B.A. degree at Cambridge with honors. The courage, perseverance, and industry shown by Mr. Smith in his university career have won the admiration of the master of his college, Bishop Selwyn.—*Yorkshire Gazette.*

## MASSACHUSETTS.

**THE** annual meeting and election of the corporation of the Perkins Institution for the Blind was held at the institution building, South Boston, October 10. President Eliot occupied the chair. The first business transacted was the election of seven new members of the corporation.

The report of the trustees showed that at present there are 146 pupils at the South Boston school, 59 at the kindergarten at Jamaica Plain, and 13 at the workshops for the adults. There are 16 persons employed as teachers or in other positions, making the total number of blind persons connected with the institution 234.

The report of the trustees of the kindergarten was also submitted, and showed that a large sum of money had been expended during the past year, and that at the time of the reading of the report \$5,000 was needed to complete the work.

The report of the treasurer was as follows: cash on hand Oct. 1, 1893, \$3,248.45; total receipts from all sources, \$178,074.23; total expenditures and investments, \$169,141.10; balance on hand, \$12,181.58.

## MICHIGAN.

**OUR** school opened on the 12th of September, with 66 pupils in attendance, of whom an unusually large number were new-comers. The number of the blind in Michigan is small as compared with the number in other States, which accounts for our not having more pupils in our school.

A new branch of industry is soon to be inaugurated here, which will interest the young ladies. I refer to the formation of a cooking class. Miss Kate Wright has been engaged as a teacher, and her plan is to form classes of four members. She is at present here, looking over the ground, that she may get a better insight into what is expected of her; and she will also spend a week at the Wisconsin School for the Blind, that she may learn how the cooking class is conducted there. In the mean time our trustees



will secure all the necessities for beginning the work. A room will be fitted up for the exclusive use of the class.

Instruction in other industries than those taught our male pupils has for some years been contemplated by our trustees. They are fully enlisted in the work, and will without doubt settle the question by the introduction of some one or more new branches of industry.

Our new printing-office is one of the busiest rooms in the establishment, and many valuable text-books are in press. We hope also to have a good amount of music ready for exchange in the near future. Any one desiring a list of the pieces now ready for circulation or exchange can procure the same by application to E. P. Church, superintendent, or to A. C. Blakeslee, teacher of music.

A. C. B.

#### NOVA SCOTIA.

THE HALIFAX SCHOOL FOR THE BLIND has now in operation two experimental departments, with a view to opening new vocations to those deprived of sight. In the electrical department four young men are being systematically trained as bell-hangers, telephone repairers, and manufacturers of dynamos, etc. Should this calling prove as remunerative as anticipated, it will offer an excellent field of employment for pupils who are mechanical, but not musical.

A small class of pupils is also receiving regular instruction in the French and German languages; and it is anticipated, that after taking a full and complete course under competent instructors, those who receive diplomas will find employment as teachers of modern languages.

#### PENNSYLVANIA.

THE PENNSYLVANIA INSTITUTION FOR THE BLIND began its sixty-third year on Tuesday, the 4th inst., with one hundred and sixty-seven pupils and thirty teachers. Last year was probably the most successful year in the history of the school; and the authorities would of course be more than gratified, did more of the unschooled blind children of the State avail themselves of the opportunities they offer them. Visitors, and especially teachers, are cordially invited to inspect the school at any time during its session, which lasts from the first Tuesday in September to the last Tuesday in June. The best time to visit the classes is during the morning hours of each week-day, Saturday included.—*School Gazette.*

## VIRGINIA.

MR. SAMUEL H. MILLER, of Lynchburg, Va., has recently been appointed to membership on the board of trustees of the Virginia Institution for the Deaf and Dumb and Blind. Mr. Miller is the editor of the *Lynchburg Advance*. It is further said of him that he is thoroughly conversant with the political history of this country and Europe; takes the deepest interest in current politics; and is one of the most accomplished writers of the Virginia press upon matters of political, economic, and scientific interest.

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EDITORIAL NOTES.

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WE desire to make *The Mentor* useful, not only to the blind, but to the public in general. We believe that many teachers of psychology are sadly at sea in the instruction they give their students in regard to the senses of touch, hearing, and smell, and concerning the conceptions of those who have been born blind. To all persons desirous of an opportunity for the psychological discussion of blindness, or of the senses in their relations to blindness, this periodical affords an arena of which we should be glad to have them avail themselves. It would be an advantage to the blind to be better understood, and it would be a still greater advantage for professional teachers to comprehend and to be able to measure the psychological effects of blindness.

\* \* \*

THE poem, "The Doors of the Temple," given in this number of *The Mentor*, was brought to our attention in connection with a sermon of Dr. Lyman Abbott's, called the "Gift of Life." We think our readers will like to know how Dr. Abbott introduces the author of the poem.

"I want," he says, in concluding the sermon, "to invite another minister into my pulpit. Three or four years ago I fell upon a little book entitled 'The Spiritual Development of Saint Paul,' by Dr. Matheson, of Edinburgh. It appealed to me so strongly that last summer, when I went to Scotland, I wrote to him, and asked if I might call upon him, and he replied with a very cordial letter,

inviting me; and then I found that he was blind, living with a sister whose sisterly devotion was beautiful to see; and his own luminousness of face, and cheerfulness of character, and merriment in that darkness were beautiful to see. A week later I met with another Scotch minister, who was kind enough to acknowledge some service which he had derived from my writings, who gave me a volume of Dr. Matheson's poems; and this Dr. Matheson, the blind preacher and poet of Edinburgh, I ask into this pulpit to preach this sermon to you."

Dr. Matheson's response to this invitation is the poem which we give.

\* \* \*

"WHAT shall be done for the adult blind?" is one of the most important questions with which *The Mentor* has to deal. The Valentin Haüy Association says, "See what we do for the blind of France"; and we admit that much is accomplished. But methods whose use is possible in France could not be used advantageously in America. Probably the reverse of this statement is also true, and thus a universal disposition of this puzzling problem is impossible. Like Banquo's ghost, however, the question will not down. It presses itself upon the attention of the State or country, of educators, and of philanthropists. Germany gives another reply, but what has been said of France is probably equally applicable to the Rhein-land. Moreover, it is questionable whether there has yet been reached, even by the countries referred to, the true solution,—a solution which, while easing the State or country of the burden which the class referred to lays upon it, at the same time tends to develop in those to be helped true manliness, self-respect, and independence. These are vital points; and any plan which ignores them, or which tends to create clannishness or isolation, or to separate the blind as a class from the mass of humanity of which they are a part, must necessarily fail of attaining the highest measure of success.

We publish in the present number of *The Mentor* two articles upon this subject. Another view of this question is omitted for want of room, and will probably appear in the December issue.

As will be seen, the writers of these articles look at the subject from different standpoints, which gives an opportunity for a comparison of the advantages and defects of the plans suggested.

We gladly present the opinions of different writers upon this important question, and trust that still others will express their views through the pages of *The Mentor*.

THE article "State Homes for the Blind," given in this issue of *The Mentor*, was delivered by Superintendent Frederick R. Place at the Thirteenth Biennial Convention of the Blind, held at Chautauqua Lake, July 17, 18, and 19. Lack of space prevents us from giving it to our readers in its complete form.

\* \* \*

THE following extracts from the free list of the new United States customs tariff, in effect Aug. 28, 1894, speak for themselves, and require no comment:—

SECTION 411.—Books and pamphlets printed exclusively in languages other than English; also books and music in raised print, used exclusively by the blind.

SECTION 585.—Philosophical and scientific apparatus, utensils, instruments and preparations, including bottles and boxes containing the same; statuary, casts of marble, bronze, alabaster, or plaster of Paris; paintings, drawings, and etchings, specially imported in good faith for the use of any society or institution incorporated or established for religious, philosophical, educational, scientific, or literary purposes, or for encouragement of the fine arts, and not intended for sale.

\* \* \*

FROM a letter recently received from Mr. A. M. Shotwell, stereotyper at the Michigan School for the Blind, we quote the following in regard to books and music in embossed print, as it contains information supplementary to the lists of new publications given in the October issue:—

"We have not yet sent our first instalment of stereotypes to Louisville for publication, nor set a price upon any of our work, but shall probably do so very soon. I will send you a list of books as soon as we have any ready for sale. At present I can only announce that we have in preparation Maxwell's Advanced Lessons in English Grammar (3 vols.); Fairchild's Moral Science (revised edition, 3 vols.); Genung's Outlines of Rhetoric; Longfellow Leaflets; a collection of Whittier's poems; etc. We have also quite a number of pieces of sheet music. The beginning of a fund has been subscribed for the publication here of the New Testament and other non-sectarian religious literature in the Barille system."

\* \* \*

WEEKLY SUMMARY. In Braille for the blind. Double number for Christmas, containing poem, pianoforte piece, etc., published December 19. Price 20 cents, post free. Order of E. R. Scott, Church House, Weybridge, England.

CHRISTMAS CARDS FOR THE BLIND. Raised designs, English Braille words, from 5 to 30 cents. Price list, post free. Order of E. R. Scott, Church House, Weybridge, England.

\* \* \*

THE office of *The Spire* has been removed from 2A Wellington Street to 2 Crawford Street, Grove Hall, Boston.

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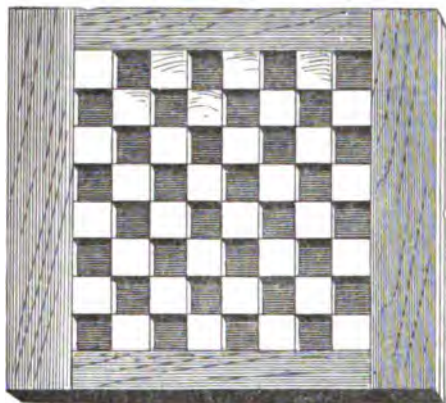
FRANK R. MACLEAN, teacher of piano and voice-building, has been a student of music four years in Berlin, and holds a teacher's certificate from Professor Ehrlich. Managers of schools for the blind requiring a teacher can address Frank R. MacLean, Truro, Nova Scotia.

\* \* \*

BOUND volumes of *The Mentor* for the years 1891, 1892, and 1893 can be obtained from J. W. Smith, Publisher, 37 Avon Street, Boston, Mass. Price per volume, with library binding, leather backs and corners, \$1.50; unbound volumes, \$1. These will be sent postpaid on receipt of price. There should be a copy of this magazine in every public library, and in the possession of every person, seeing or blind, interested in the cause to which the magazine is devoted.

# SCHOOL APPLIANCES AND GAMES

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### Checker Board and Men.

SIZE, 12 x 14.

This board is made of well seasoned hard wood, with a complete set of men having a hollow on one side which is placed uppermost when they become kings.

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Manufactured by **ALFRED WAYNE,**

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**W**E wish to call attention to the new Monthly Magazine for the Blind, which was started in January last, entitled "The Braille Leader," published by N. B. Kneass, Jr., of Philadelphia, a notice about which has already appeared in the columns of "The Mentor." The periodical is in the "American Braille" print. The key to the system will be found on the back cover of each number. Contractions and abbreviations are ignored; that is to say, the system of "full spelling" has been adopted, though later it may be thought best to make a change in this respect. Thus far every number contains eight pages; but, when the subscription lists will justify, the issue shall be enlarged one-fourth ( $\frac{1}{4}$ ), or, in other words, ten (10) pages per number shall be furnished, without change of price. Before such enlargement is made, however, there should be at least one hundred (100) subscribers listed. Half that number has not yet been secured. It will readily be understood that the cost of a small edition is greater in proportion than the cost of a large edition; and hence, when the list grows, pages can be added to the publication without increasing the subscription price, which is \$2.00 per year, post free; sample numbers, 20c.

"The Point Print Standard" is the title of another periodical published by Mr. Kneass. It is in the "New York Point" system, and is issued every second month, for \$2.50 per annum, post free; sample numbers, 45c.

"Kneass' Philadelphia Magazine for the Blind," a semi-monthly in line print, \$3.50 per annum, post free; samples, 30c. Is in its twenty-eighth (28) year.

**SPEAK OF US.  
WRITE OF US.  
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among the seeing.**

**ADDRESS:**

**N. B. KNEASS, Jr.,**

**PUBLISHER FOR THE BLIND,**

219 Church St., Philadelphia, Penn.





CLARENCE E. HAWKES.



# THE MENTOR

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VOL. IV.

DECEMBER, 1894.

No. 10

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## "THE BLIND POET OF NEW ENGLAND."

CLARENCE E. HAWKES, the subject of this sketch, has already won for himself a name and place among literary workers; and, unless appearances are unusually deceitful, "the best is yet to be." This enviable position has been gained under the pressure of circumstances sufficient to dishearten the bravest man.

When nine years old, Mr. Hawkes lost a leg. This of itself was enough to seriously handicap him, but was not the worst misfortune that befell him; for at the age of thirteen he received a discharge of shot from a gun carried by another person, which ultimately cost him his sight.

About two years later he entered the School for the Blind in South Boston. "When I went to the institution," he writes, "I was so discouraged and crushed that I fully intended to crawl off into some out-of-the-way corner, like Rose Terry Cooke's Jerico Jim, and die of a broken heart." His hopes were, however, revived by the encouragement he received at that establishment; and he remained there for five years, taking the regular course of study and doing the last two years' work in one year. He also learned piano-tuning, but was physically unequal to the strain which it imposes, and was therefore not able to make any practical use of it. In addition to all this, he studied music, receiving the commendations of his teachers for his faithful and painstaking work, and also edited the *Echo*, published at the school, filling the gaps in its columns with his verses. His lecturing ability was developed in a debating society known as the "Senate," and he was dubbed "Demosthenes" by his fellow-students.

After leaving the institution, he studied law in Boston, and at the same time took lessons in oratory with a teacher from one of the best known city schools; but after repeated trials and much hard work his delicate physique compelled him to relinquish these undertakings.

His early life in the woods and fields about his country home developed in him an innate love for the grand and beautiful in nature, and has since proved to him an inspiration of infinite value, exerting a marked influence over his life and work. Passing his childhood on a green little farm among the charming hills of Goshen,—

“Frescoes of earth against the dreamy sky,”—

his poetic ability was fanned into life while attending to the simple duties of the farmer boy. Born not three miles from the birthplace of Bryant, the scenes that prompted the writing of “Thanatopsis” were, in his early days, ever before him.

When nine years old, he removed with his parents from his childhood’s home to Ashfield; thence to Cummington; and, finally, to interesting, elm-shaded old Hadley.

His literary career was practically begun in 1891, upon his return to Cummington, when he began writing for the *Hampshire County Journal* and *Picturesque Hampshire*. Since that time he has written fifty sketches and more than two hundred and fifty poems, besides lecturing in almost every section of New England. His lectures are of a literary and historical character, and he has achieved considerable success along that line. He has also given many readings, but it is as a poet that he is most widely known.

In the fall he intends publishing a volume of poems containing about three hundred selections. He is also a contributor to many periodicals, among which are *The Chautauquan*, Kate Field’s *Washington*, *The Boston Transcript*, *Overland Monthly*, *Illustrated Californian*, *Lippincott’s*, *Midland Monthly*, *The Atlanta Constitution*, *The Watchman*, *The Chicago Magazine*, *The Canadian Magazine*, *The Outlook*, *The Congregationalist*, *Munsey’s*, *Peterson’s*, and others.

In a *Picturesque Catskills* recently published appeared the sonnet : —

THE MOUNTAIN TO THE PINE.

"Thou tall, majestic monarch of the wood,  
That standeth where no wild vines dare to creep,  
Men call thee old, and say that thou hast stood  
A century upon my rugged steep ;  
Yet unto me thy life is but a day,  
When I recall the things that I have seen :  
The forest monarchs that have passed away  
Upon the spot where first I saw thy green.  
For I am older than the age of man,  
Of all the living things that crawl or creep,  
Or birds of air, or creatures of the deep ;  
I was the first dim outline of God's plan,—  
Only the waters of the restless sea  
And the infinite stars in heaven are old to me."

The succeeding quatrains and fragment from his love and dialect poems are in a lighter vein, and illustrate the poet's versatility : —

"Only a daisy growing by the walk,—  
Who ever heard a little daisy talk ?  
I picked the flower and sent it o'er the sea,  
And soon it brought my lost love back to me."

"Our sins are like the weeds we see a-growin'  
Down in the meadow lot when we're a-mowin';  
For, if there's one a-noddin' in the clover,  
There's almost sartin sure to be another."

"It is not that the flower is rare,—  
Because 'tis bright to see,  
But that thy fingers placed it there,  
Upon my coat for me ;  
For at thy touch the ugly tare  
Would turn anemone."

The success of his poems in the literary market has been astonishing, particularly when one remembers that it has been achieved during a season of great financial disaster, from which our periodicals have severely suffered. At one time sending fourteen poems to a well-known magazine, six were accepted. It is said that he will have more poems

printed in the American magazines during the present year than any other American poet.

To a recent interviewer Mr. Hawkes said that he felt that he had something to say to the world. "His works," says this correspondent, "indicate that the world may be the better for it."

Again he sings :—

"A wondrous thought my idle tongue let fall,  
One day, while musing o'er the lives of men,—  
Of all the noble deeds that e'er have been,  
Which truly is the noblest of them all?  
Was it some deed of arms by Trojan wall,  
Or act of love in India's prison den,  
Or bold invective from a flaming pen,  
Or gentle ministry beside the pall?  
But in the pause my heart made answer bold:  
I knew a life whose days were dark and cold,  
Each hour seemed fraught with more than soul could stand  
Of bitter grief that turns the heart to stone;  
Yet on that face a smile like heaven shone.  
This was the noblest thing of all. 'Twas grand!"

His poem—"The Living Dead"—is also in a minor key:—

"When Freedom calls for heroes in her cause,  
And all the air is ringing with applause,  
To charge the foe, e'en to the cannon's breath,  
And there lay down thy life, is noblest death.

"When thou art dead to all that life can give,  
To take thy place within the ranks, and live  
And move as others do, is nobler far;  
And on the soul it leaves a deeper scar.

"There thou wert dead, and all thy glory shone:  
Here thou art dead, and e'en thy death unknown."

In an "Elegy at the Birthplace of Bryant" and other nature poems he shows the deep impression made upon him by the scenes of his boyhood.

"On woody mount, in leafy dell,  
Who ne'er hath felt that magic spell  
That steals o'er heart and brain,—

A sweet delight that ebbs and flows  
As freely as the zephyr blows  
Or falls the summer rain?

"How well I know its every mood,  
That gentle spirit of the wood,  
That bids all sorrow cease,—  
A subtle something in the air  
That softly steals away your care,  
And fills the soul with peace."

His equanimity under the trying circumstances which hedge him in is remarkable. He is a baseball and football enthusiast, enjoys fishing, and in chess has attained a great deal of proficiency, solving problems that puzzle those who can more easily than himself attempt their solution.

His love for the beautiful is great; and one of his chief delights is found in visiting the studio of the painter and engraver, Elbridge Kingsley, of Hadley, and in discussing the latter's works with him. It is said that the artist has found the poet's comments and criticisms of material assistance.

Mr. Hawkes modestly attributes his phenomenal success to his incessant labor rather than to any native genius. On this point we must differ with him, as his verses show a poetic ability and feeling not to be acquired by any amount of industry; and this is also shown by his love for his work. His poems are simple, earnest, thoughtful. They sing a wild-wood song, like the song of the brook, or of rustling leaves, or of the forest bird. There is nothing of brick and stone about them, no hint of dry-goods and conventionalities. As Mr. Hawkes expresses it:—

"'Tis not for wealth I sing my simple lays,  
Or e'en for fame, or for the critics' praise,  
But for the joy of feeling and of living  
All that I say, and for the joy of giving.

"He who can feel that by his life he feeds  
A hungry world and fills another's needs,  
E'en though his songs may be but idle things,  
Has known the joy for which the poet sings."

L. C. H.

## ON CHRISTMAS EVE.

THE streets were full of hurrying people. Carts and wagons loaded with parcels drove rapidly by, carrying hither and thither the purchases of belated fathers and brothers, who "hadn't had time to think about Christmas, and here it was the very next day!"

Every foot-passenger, too, had his arms full of packages, small and large, packages of dolls, packages of candy, of mittens, of books. The shop windows blazed with light, shone and sparkled with all manner of splendid wares. Crowds of men and women surged around them, gazing at the treasures within with greedy eyes.

The mercer's windows were brave with satins and velvets, ruby, emerald, amber, reflecting the lights in a thousand lovely tints. Two young girls stood before this window. Both were pretty, both neatly dressed. One of them, the younger of the two, was gazing at the window with longing eyes. The other, whose attitude seemed one of patient waiting, cared nothing, apparently, for the glories within, but kept her eyes on the ground for the most part, or, when she looked up, did so with a quiet, abstracted air that was curiously in contrast with the almost trembling eagerness of her companion.

"O Mary," cried the latter, "I never did see such things in all my life. There's a pink silk, the loveliest thing you ever saw: it's just my color, too, and only a dollar and a half a yard. Oh, dear! I do think I might have a party dress, as other girls do. Oh! There's a blue one, too. I don't know but that it's prettier than the pink. Dear me! Some folks seem to have all the things in this world. I think it's mean, so I do. I haven't had a new dress for about fifty years."

"I thought you had a new one last month, Kitty," said her quiet companion. "Didn't you tell me you had a blue cashmere?"

"Oh, a school dress!" cried the pretty girl, with a toss of her head. "Of course, I had to have that. I can't go to

school in rags, even if father has lost money; but I don't call that a dress, Mary Haven,—just a common dark blue cashmere. I want one of these dresses,—a pretty one, silk or satin. As for you, I suppose you'd be satisfied to wear that old black merino all your days, if it would last as long."

The elder girl colored, but smiled,—a grave, pleasant smile. "It doesn't matter so very much to me, you see, Kitty," she said, "so long as the dress is tidy and warm."

"No, I suppose not," said Kitty, and turned to the window again.

At this moment a small sound was heard somewhere down near the girl's feet,—a pitiful sound of sniffs and suppressed sobs.

"Oh, where is it?" cried Mary, turning quickly, her quiet face now lighted up with interest. "Kitty, it is a child; and he is lost, or something. Where is he?"

Kitty looked down, and saw a forlorn mite in a tattered frock, rubbing his grimy fists into his eyes, and evidently trying hard not to cry aloud.

"Yes, it's a child!" she said carelessly,— "a horrid, dirty little wretch, too. Run away, child! Go home, and don't bother."

But before the frightened little creature could stir—indeed, he was too much oppressed by the awful facts of existence at that moment to move hand or foot—a kind face was brought to the level of his, and a voice that sounded—well, not like his own mother's, but like that of somebody's mother, certainly, was saying,—

"What is the matter, dear? Tell me all about it, and we'll see what we can do."

"Want to go home!" said the child; and a great sob broke from the trembling lips, and the little breast heaved piteously. "Want to go home—to Mammy!" And, at the sound of the beloved name, the poor little man broke down completely, and sobbed as if his heart would break. Mary Haven stooped, and took him up in her arms, and comforted him as well as she could, telling him that they would find mammy very soon, they surely would, and that he must be a brave boy, and not cry.

"Kitty," she said, "we must take him home, poor little man. Will you help me?" But Kitty's pretty face was red with anger.

"I shall do nothing of the sort, Mary Haven," she cried indignantly. "This is a dirty beggar's child, I tell you. Why, he's as muddy and grimy — and you expect me to walk through the streets with him. Come right along, or I shall go and leave you!"

Mary flushed, too; but her voice was quiet and firm as she answered,—

"You need not wait for me, Kitty. I shall find somebody to show me the way. You'd better go on, if you feel so about it. You know I cannot see the dirt!" she added, with perhaps just a shade of bitterness in her tone. But Kitty was already gone. She knew that the blind girl often went about alone. She did not stop to think how crowded the streets were, nor how late the hour. She was ashamed of herself; but she would have been more ashamed to have been seen leading a ragged child by the hand.

But Mary Haven was questioning the little boy in her kind way, and trying to find some clew to his home and parents. He lived with Mammy, it appeared, in a house; and the house was red, and it was in a street where all the houses were red. This was not very hopeful; but they walked slowly along, hand in hand, Mary talking all the while, and telling such pleasant things about her little brother's rabbits that the child forgot his sorrow, and looked up hopefully in her face.

"Is this street all red, dear?" asked Mary, as she felt the curbstone of a crossing beneath her foot.

"Why don't you look at it?" the child answered, gazing up at her with wide eyes.

"I can't see," said Mary. "I can feel with my foot that we have come to a crossing, but my eyes are not good to see with."

"Can you cry?" asked the child.

"Yes!" said Mary. "I can cry, but I don't want to cry now. I want to know whether the houses in this street are red, and whether they look like the houses in your street."



But the houses were brown, and it was not for two or three blocks that they came to a street that satisfied the little boy. At length, however, he announced, with satisfaction, "I lives here, in this street!" They went a few steps, and then came a rapturous cry. "I sees my Mammy! she's comin' down the street after me! Mammy! Mammy!" and, snatching his hand from the girl's, the child ran off with swift, pattering steps. Mary, standing alone in the street, heard an answering cry, and then the sound of kissing and crying; and she turned away, smiling, feeling that Christmas Eve was a good time. She did not know how far she had come with the little boy; and, after turning the corner into the great street again, she paused a moment to take her bearings. As she did so, a man who was hurrying in the other direction ran into her, and almost knocked her down. "Your fault!" he exclaimed roughly. "No business to stand in the middle of the sidewalk like that!" He had stopped to pick up his hat which had fallen off, and he stood for a moment brushing it under the street-lamp, looking sullen and dangerous,—a shabby man, who looked as if he had once been a gentleman, with fine lines and features, but with a look that one would not have cared to have his mother see.

Mary raised her quiet face toward him, and the lamp-light fell full upon it. "I am very sorry that I was in the way," she said. "I am blind; and I have come farther than I meant to come, and was stopping to think out my way a little." She was about to pass on; but the man stopped her, still with a sort of roughness that showed good manners through its tatters.

"Blind?" he said. "Yes, I see. And what are you doing alone in the street, after dark, I should like to know?"

Mary explained, and told, joyfully, how she had just heard the child run into his mother's arms.

"Pretty doings!" said the man. "Here, take my arm, and I will take you home at once. You can tell me as we go along where you live."

Mary was glad enough of the strong arm; for the crowd

was growing thicker and more boisterous, and she had been thinking with dismay of the distance that lay between her and home, and of her mother watching anxiously from the window. She ought not to have come out with Kitty. Kitty was too thoughtless. Mary never called anything by a worse name than thoughtlessness.

She never thought of being afraid of her stranger guide; and, indeed, his manner grew gentler and kinder every moment, it seemed to her. She wondered how she could have thought him rough at first. People looked with wonder at the pair, the young girl with her lily-face and the black-browed man in his shabby dress. Once a drunken bully tried to jostle the blind girl; but the next moment he lay sprawling in the gutter, and Mary, all unconscious, passed on, still telling her kind guide of her music and her reading, and what a pleasant life they led together, she and her mother.

"And here we are at our street corner," she said presently; "and you have been so kind, sir,—so very kind! You will come in and see Mother, I am sure, and let her thank you, too, for bringing me all the way home."

The man gave a short laugh. "I think not," he said. "I don't think your mother would care to see me just now, I—I'm not in evening dress, you see."

"Oh, what difference does that make?" cried Mary, her face shining with pleasure and hospitality. "She will be very, very glad to see you. I—why, I know she will."

The man laughed again, in the same odd way. "I am afraid not," he said. "Why, do you know, I am not sure that my own mother would care to see me. She hasn't seen me for two years."

"Oh, you have been away!" said Mary, with a puzzled look. "But that she should not want to see you! Perhaps you think the shock would be too great; but, oh, don't you see that this is the very time in the whole year when you should come home to her?"

"Why, young lady?" asked the stranger, gloomily. "I know no difference between this night and others, except that it is bitter cold, and any poor wretch might be glad of

shelter if he thought it would be given him. Why is this so good a time?"

The pure, sweet wonder in the sightless face struck somehow to his heart. He put his hand hurriedly to his side, as if in pain. "Don't you know?" said Mary. "Don't you really know,—not know that it is Christmas Eve?"

The man was silent for a moment. "I had forgotten it," he said. "I noticed the streets and shops were full, but it is long since I thought of such matters. And—and you think I ought to go and see my mother, do you?" He laughed as he spoke, in an irresolute way, as if he felt the absurdity of what he was saying, yet could not help saying it for all that.

"Oh, of course, of course!" cried Mary, clasping her hands in her earnestness. "Oh, you must, must go! Promise me, sir, that you will go! I know you are good. I know you will go if you promise."

The man's face flushed dark red. "You know I am good?" he said. "Well, perhaps you know more than I do. But—but—I will go to my mother!"

Then Mrs. Haven, good, quiet woman, looking from her window, saw a strange sight, and one that frightened her,—her Mary standing by the door, hand in hand with a stranger of decidedly suspicious appearance. She was about to fly to the door, when she saw the man raise the blind girl's hand to his lips, then turn, and hurry away down the street.

"Merry Christmas!" Mary called after him, as she ran lightly up the steps. The man did not hear; but the spirit that moved beside him, the angel that so long had covered its face, now raised its head and smiled, and sent back an answer which thrilled in the blind girl's heart, though no sound fell on her outward ear. "Glory to God in the highest, on earth peace, good will to men!"

LAURA E. RICHARDS.

## THE USE OF CONTRACTIONS IN EMBOSSED PUBLICATIONS.

THE rapid multiplication of books for the blind, and the prominent place which tangible literature and music must continue to hold in our educational system, render the question of the merits of the various styles of embossed printing one of great importance. But so nearly balanced have now become the relative advantages and disadvantages of the chief competitors for popular favor, and so deeply rooted is each in the practice and preference of large numbers of our people, that it seems almost idle to expect or attempt to effect any early approach to unanimity of sentiment or usage in this country. To those who have carefully observed the progress of discussion, invention, and experience during the past two or three decades, it must be evident that both the upright and the horizontal dot characters are destined to continue to render valuable service in America for a long time to come. The use of both is increasing. Surely, then, we should no longer act the part of extreme partisans, nor magnify the difficulty of learning the rival notations, but should promptly qualify ourselves to read and enjoy the good things that are offered us in each.

Moreover, the writer is persuaded that the question of the ultimate adoption of a uniform code will not be solved by force, nor by the abstract logic of sighted philanthropists, nor even by the voice and experience of blind persons who have little or no practical acquaintance with any point type other than that which they themselves advocate. The law of the survival of the fittest will in due time decide this question, but, presumably, not in the nineteenth century.

In the meantime, we should cheerfully and thoroughly fit ourselves to welcome the choice publications that are rapidly appearing in both the New York and the Braille systems of point characters, and should not shrink from sharing in the endeavor to perfect and, so far as practicable, to harmonize the existing codes; for, while it goes without saying that needless and extensive changes should be firmly discounte-

nanced, yet no man has the right — and, happily, no man has the power — to forbid all further improvement. During more than thirty years books were embossed in this country in the line type without distinction of the capital from the lower-case forms, one press using capitals, another small letters only; but the needed amendment at length came, and came to stay. Similar improvements have more recently been made in both the Braille and the New York print, while some proposed features of each have not yet won general favor. The New York letter *p*, having proved an unsatisfactory sign for the period, has given place to the square four point character, 1234,— the odd numbers denoting upper New York points, and the even numbers lower points; and the confusion in the use of two of the third-base characters — 12345 and 12346 — has been acceptably terminated by their authoritative appropriation as signs for *gh* and *ph* respectively. Similar slight modifications have been adopted in the new Braille code, as the restoration of the old Braille numeral prefix, 3456 (numbers 1, 4, denoting upper Braille points, 3, 6, lower points, and 3, 5, the intervening points), and the use of the full-cell character, 123456, to represent *for*.

Other questions of detail are likely to arise for readjustment. And it must be apparent that the hasty introduction of an objectionable feature or modification, or the omission of a desirable one, in either of the systems now in use, is not to be regarded as an incurable blemish or deformity, protected by a Medo-Persian decree.

The use of the twelve or thirteen New York signs not exceeding three points in length, in addition to the alphabetic characters, seems to be so generally acceptable as to require no further advocacy in any quarter where that style of type is in vogue. But nearly all of those four points in length, exclusive of the thirty-eight capital forms, are so entirely arbitrary in shape and so complex in structure as not sensibly to facilitate the reading, although their employment might effect a slight saving in space. The comparative importance of economy of space, however, has sometimes been overestimated. And the strife to gain a small advantage in this

respect by crowding the words, sentences, and lines too closely together for the convenience of many readers, as is done in most of the recent Louisville publications, and by bringing forward a multiplicity of complex characters not readily distinguishable from one another, nor easily associable in the mind of the learner with the expressions which they are to represent, have contributed to the momentum of the present reaction in favor of a more distinct and open typography.

True, many children, and even some men and women, especially such as have little share in manual labor, may still acquire and retain the ability to read such or almost any other of the existing forms of tangible literature and music, just as seeing people can read agate or diamond type. Yet the pupils in our schools ought not to have their present excuse for relying upon the accommodating fingers of the deft minority for the greater part of their text-book reading or the perusal of the *Sunday School Weekly*. The style of print adopted should be that suited to the requirements of the majority rather than to the taste and purse of the phenomenal reader.

It is my wish and purpose at this time to urge especially upon the attention of the providers of Braille literature the desirability of employing — in books and lesson leaves not intended for children of the primary grade — the twenty-six word and part-word signs of the system, in addition to the letters of the alphabet, etc., and to remonstrate against the further production of needlessly bulky and expensive books in prose and verse, unless it be their deliberate purpose speedily to convince the world of the superiority of the opposing system.

The following are believed to be the chief, if not the only points claimed by the few instructors who have been tardy in consenting to the use of the authorized contractions in school books and class work: (1) that a correct idea of language cannot be formed unless it be written or printed in full; (2) that a contraction does not convey the full meaning intended to be expressed by the written word; (3) that the pupil's idea of construction will be incomplete if he relies

upon contracted expression; (4) that he cannot possibly learn to spell correctly if his chief acquaintance be with abbreviated word forms; and (5) that effort is required and valuable time consumed in mastering, retaining, and recognizing the characters used to represent words, suffixes, and other groups of letters, the convenience of the reader being more important than a small saving in the cost of publication.

1. In reply to the first of these objections it may be freely admitted and broadly maintained that neither a Braille nor a New York contraction nor even the alphabetic characters in any form of embossed print, whether line or point, can convey to the mind of the sightless learner or reader a correct image of the corresponding symbol of visible language, except possibly by association of ideas in the case of those who learned to read before losing their sight. The small *a*, *e*, *g*, or, indeed, any other letter of our best line print for the blind, fails to convey a correct idea of the corresponding ink character as commonly used by the seeing; and the sense of touch rarely grasps words as units.

As elements of description, and from other considerations, it is highly desirable that blind pupils should be made familiar by means of enlarged tangible representations with the relative size and the precise shapes of the several script and printed capital and small letters. And they should be made thoroughly aware of the customary spacing and arrangement of words and their elements and combinations, syllables, sentences, paragraphs, stanzas, headings, signatures, addresses, and other literary forms. But when tangible literature indicates as definitely as does ordinary ink print the proper arrangement, punctuation, syllabication, capitalization, and orthography,—as is claimed alike for the Braille and the New York point,—it should not be accused of misrepresenting written language.

2. In oral discourse polysyllables are sometimes preferred to equally precise monosyllabic terms, on the ground that the long words arrest the attention, and thus emphasize the meaning more than would be done by the simpler phraseology. But the writer is inclined to deny that this principle

is applicable to tangible word symbols. Is it not true that the less the mental energy required to recognize the words, the fuller and more certain will be the opportunity and the disposition to give them their just weight, and to give adequate attention and expression to the ideas which they are intended to convey? If clearness, emphasis, or ease in gaining a full and accurate idea of the language to be conveyed be not enhanced by the use of condensed expressions like our literary signs, how is it that figures, rather than words, are so commonly and acceptably employed in writing or printing dates and other statistics for the seeing? On encountering a series of simple and familiar contractions, the reader experiences a sense of relief resembling the effect of coarse, open type for the seeing, as contrasted with that of fine, unleaded matter, or of numbers expressed in figures instead of full English orthography.

3. In order that the learner's ideas of language construction should be full and accurate in all essential particulars,—other than the shapes of the letters as separate objects,—it is merely necessary that the reader should clearly understand the import of the characters used, since these completely symbolize all the valuable practical elements of construction that are represented to the eye by written or printed words. The recognition by touch of words in any form of embossed literature is almost entirely a constructive or synthetic process; and the only way in which the "word method" of reading can be approximated by the blind is by the employment of easily recognizable word and part-word contractions. When a single, simple character of not more than five points, in place of five distinct characters, may represent such a word as *which, could, would, great, quite, right*, or the like, and since these and the other contracted monosyllables are of very frequent recurrence, the reading is materially facilitated by their use. Moreover, such use cannot obscure the construction of the words, phrases, or sentences involved, since the abbreviations are not susceptible of two interpretations, and are rarely applied to words of unfamiliar formation. Their value in facilitating the reading is, in the writer's estimation, the chief ground of their use-



fulness ; but their no less marked effect in lessening the bulk and cost of our books is by no means an insignificant advantage. With the employment of the authorized contractions a poem in English heroic metre can be printed upon pages of the standard size without the necessity of breaking the lines, which is unavoidable where the same is printed without the contractions. But, where the lines are very long or very short, it is generally advisable, except in books for young children, to indent and otherwise treat each stanza as a prose paragraph ; but the beginnings of the successive lines should be marked by the three-cell blank space, unless this would indent a wrong line of the paragraph, and by the usual capital prefix.

4. As to the alleged danger of impeding the mastery of English orthography, it should be remembered in the first place that the full lettering of the words in our line print books has failed to make of their readers, as a class, exceptionally accurate spellers, and that spelling, when not acquired through the sense of sight, must be learned by a synthetic process that is just as applicable to unambiguous abbreviations as to the separate notation of all the letters of each word. If it were proposed to substitute in our tangible literature a phonetic basis of notation for the current English orthography, or in any way to leave the reader in uncertainty as to the signification of the characters employed, the objection in regard to spelling would have weight.

The omission of the short, unaccented vowels of very familiar words, and of such other letters as the mind of the reader would readily supply, gives a very convenient method of rapid note-taking, as more fully set forth by the writer in the second volume of *The Mentor* ; but probably no intelligent blind person would wish to have such a method of word outlining adopted in the publication of elementary books, and, if attempted in embossed literature of any kind, it should be done in a very guarded manner. And it will be admitted that, in primary work, great caution should be exercised regarding the use of the initial-letter abbreviations and the character & for *and*, lest, when the pupil begins to

use the typewriter or the lead-pencil, these Braille or point idioms should unwittingly appear in his letters and other manuscripts, and thus give the seeing reader a very unfavorable impression. But the rules of the Braille code do not permit any letter or other sign to be so used as to have at the same time in the mind of either the writer or the reader more than one possible signification. Therefore, the writer, before he can select his contraction, must determine the spelling which he will represent ; and the reader, as soon as he recognizes any contraction, is freed from all uncertainty as to the composition of the abbreviated word. Thus, for instance, he is compelled to observe whether the initial character of the word *whole* is the sign for *wh* or the letter *h*, whether the terminal syllable of *linen* is *en* or *in*, and that of *conqueror* or *er*, the Braille signs for these syllables being distinct. And, since the writer, composer, or stereotyper, as the case may be, must determine how he will spell each word before he can express it, whether he uses a Braille contraction, a New York sign, or the letters of the alphabet merely, the use of fixed and unequivocal abbreviations cannot corrupt the reader's knowledge of spelling.

5. That effort is required and valuable time consumed in learning, retaining, and recognizing the characters used to represent words and other groups of letters is, in a measure, true, and increasingly so, as the number, complexity, and arbitrariness of the signs advance, thus admonishing us to set very moderate limits to the number and character of the devices resorted to for securing brevity of notation. But time and effort are likewise required for the mastery and identification of the alphabetic characters themselves, their capitalization, and the marks of punctuation employed in any style of print for the blind. To economize the time and energy of the reader in accurately acquainting himself with the structure and thought of the composition read should be the controlling consideration in the formation of a literary code ; and economy of space and cost should have full weight where not inconsistent with this ruling idea.

The claim of some readers that it is just as easy to read the contractions as the letters of the alphabet, and that the

more of them they have the better, is disputed by others, who assert that it takes a little time and effort of the mind to understand whether the characters are letters or contractions, and hence the hesitation occasioned, especially in the case of words made up mainly of contractions, or where the appearance of the word is greatly changed, as would be the case if the part-word signs were employed in such words as *been, scer, soon, roof, miss, sorry, effort*, etc., etc. And yet, while the recognition of the sign for *ou* or *of*, for instance, may require a slightly greater cerebral exertion than that necessitated by the initial letter *o* alone, I think it is not ordinarily true that the employment of such signs occasions greater hesitation than the whole group of letters which it replaces: as, *st-and-ing*, written with three signs, or *th-ou-s-and*, with three signs and the letter *s*, in place of eight distinct letters in each case; and so on to the end of the chapter.

On account of the wide spaces intervening between the words, the five Braille word-signs made up of middle and lower points appear so similar to the corresponding forms composed of upper and middle points, that some readers have to rely upon the context to distinguish between the contracted words *could* and *was*, *down* and *had*, *great* and *their*, *have* and *with*, *the* and *to*, especially where not capitalized, italicized, or joined with a mark of punctuation, by which their position in the cell may be determined; yet there appears to be no demand for their abolition. And, so far as I have been able to learn, no blind person familiar with the single Braille signs or the eleven New York signs of the third base would willingly discontinue their use; and it is a matter of surprise that the objections to such improvements should so uniformly originate among the seeing rather than among the practical readers of embossed print. Yet we should not undervalue a judicious conservatism in reference to this whole subject; for, as already admitted, the use of abbreviations might be carried too far, as is done, we think, in the English Braille code and in the revised New York system.

I have thus, as I believe, shown that the use of a reason-

able number of simple and definite contractions in books for the blind and in their manuscript work is not misleading to the reader, in reference to the correctness of the ideas of language conveyed or the force or fulness of the meaning expressed, nor concerning the proper structure and spelling of words. I have also endeavored to show that the exercise of a very little tact on the part of the teacher and cheerful determination on the part of the learner will speedily overcome what there is of force in the last objection, and that such use facilitates the reading, and expedites and cheapens the writing and printing of embossed literature, to say nothing of the logic of events at home and abroad with its unmistakable drift in the direction of abbreviated forms. I earnestly commend their more general adoption, and the friendly and impartial treatment of the leading American systems.

AMBROSE M. SHOTWELL.

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### A CENTURY OF POETS.

It is an interesting circumstance that the death of Dr. Holmes, October 7, brought us within a month and less of November 3, the hundredth anniversary of Bryant's death. Thus we have our century of poets; and thus we have, not our Pentateuch, but our Hexateuch,—our sixfold book. For it has been almost universal to set apart in a company by themselves Bryant and Emerson and Longfellow and Whittier and Holmes and Lowell. I name them in the order of their birth; and, as a century included the period of their lives, it is interesting to notice that a quarter of a century included all their birthdays,—Lowell's the last, Feb. 22, 1819, the day a happy omen of the part he was to play upon the patriot-stage which Washington once walked with such a stately and majestic step. Though Lowell was the last to come, Holmes, ten years his senior, was the last to go; and there was in this a certain fitness, for he was the youngest of them all in heart, "a boy, always playing with tongue or with pen." He once wrote a lovely

fantasy about the happy little ghost whose ticket he bought from Andover to Boston, when he had been visiting the scenes of his Andover school-days. The little ghost demurred, and said he could not leave the place. But, in truth, that happy little ghost went with him everywhere scot-free.

We cannot too frequently remind ourselves of the good fortune of the American people in having such a band of poets as the six whose century has now reached its term. No one of them has ever written one unwholesome line. Their poetry has been invariably consecrated to the highest, purest things. And, as their poetry has been, so has been their life. And it is not as if this virtue ended in themselves. It has done much to establish a tradition for our literary class. As many Edgar Allan Poes might have established a tradition of quite another sort, a tradition of self-indulgence and intemperance and wasted powers. But the influence of our six greatest poets has extended far beyond the literary class. It has entered countless homes, and exerted on them an elevating and ennobling power. It would be quite impossible to overrate the good in our American life which has come from these poets, from the poems which they wrote and from those other poems which they lived into the world.

Very interesting, too, have been the variety and emphasis of their gifts. Bryant was pre-eminently our poet of nature; Emerson, our poet of the ethical and spiritual laws; Longfellow, our poet of the affections, of our personal and social life; while Whittier's organ had a clarion stop which rang out for reform, and a great range of others breathing tenderly his trust in God and hope for all mankind; and Lowell's haunt and main region was that of lofty national ideals: he

"Loved his country so as only they  
Who love a mother fit to die for may;  
He loved her old renown, her stainless fame;  
What better proof than that he loathed her shame?"

As for Holmes, he was the poet of sweet frolic laughter, of happy comradeship, of glad acceptance of the world, believ-

ing it to be no devil's bait, but what God meant for us to take and eat.

It has been my happy fortune to see all of these poets in the flesh, and, with the exception of Bryant, know them not merely in their public carriage, but somewhat in their private walk and conversation: to dine with Lowell, and, sitting next him, to enjoy his brilliant talk; to meet Whittier several times; to be present at occasions of festivity where Holmes was master-gunner; to see much more of Emerson in private ways, and Longfellow many times at his own table, with

"Grave Alice, and laughing Allegra,  
And Edith with golden hair,"

when their dear mother had just gone up to heaven in her terrible chariot of fire. And, if *The Mentor* is sometimes read to those who cannot see, I wish most heartily that I could be "eyes to the blind," so that I might enable them to see these poets as they appeared to me. Browning wrote:—

"And did you once see Shelley plain,  
And did he stop and speak with you,  
And did you speak to him again?  
How strange it seems, and new."

I did once see Browning plain for a whole happy hour and more, and had much pleasant speech with him; and it has often seemed a strange thing to my friends. But many of my friends have been as fortunate as I, or more so, with our American poets, so that my having seen them from time to time, and spoken with them, seems less strange.

I am persuaded that most people have an erroneous idea of Bryant's appearance. Unlike his brother John, whom I may call my friend (eighty-seven years old), he was below the medium height and delicately made, his face revealing little of the leonine strength which painters and sculptors have often given to their representations. He was the most grave, the least sociable and communicative of all our poets.

Emerson was the most accessible of our poets for the chance new-comer. Once on the train he gave me six

hours of golden talk ; and when, from time to time, I made as if to go, he protested with so much kindness that I could not but subject my will to my desire.

Of all the glimpses that I had of Longfellow, the one that I remember best was when, one clear, cold winter day, he sat before his open fire, and his younger children came in, all rosy from their play, and stormed his high-backed chair, just as he had written in "The Children's Hour."

One of the pleasantest things was to hear Dr. Holmes read his own verses. He enjoyed your enjoyment of them quite as much as you enjoyed them, and then at the same time he enjoyed them just as much as you, so that he had a double share ; and it all danced in his eyes, and suffused his countenance with the happiest light.

To look into Whittier's eyes was to cease from all wondering that they could see so deep and wide. They were very dark, but not piercing : that would not be the right word. And it was more what you saw in them — the haunting mystery — than their penetration that you cared for most.

Lowell I like to think of best as I saw him at a Phi Beta Kappa dinner, handling his cigar so daintily, and telling one of the funniest stories that I ever heard.

And if this were not too long already, and I could be "eyes to the blind" for fifteen minutes more, they should see as I saw the festival in honor of Bryant's centennial at Cummington, Mass., where he was born. It was in August, anticipating his birthday, because November in that region is inhospitable ; and a more perfect day never shone out of heaven. I should think a thousand vehicles of all sorts came streaming in from all the country round.

There would have been the song of a blind poet read on the occasion,—my friend, Clarence Hawkes's "Elegy at the Birthplace of Bryant,"—but domestic sorrow kept him from the pleasant scene. There were three figures there that drew all eyes. One was John Hutchinson, the brave old anti-slavery singer ; and the other was John Howard Bryant, himself a true poet, reading his verses in his brother's honor with a beautiful impressiveness ; and another was a little lady, dressed with sweet simplicity, who once

wrote a certain "Battle Hymn of the Republic," and who wears a name more dear than any other to the blind people of the world. She read a poem to the memory of Bryant which some day he ought to hear.

JOHN W. CHADWICK.

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### THE SCHOOL FOR THE BLIND, PEKING.

AMID the alarms caused by the presence of large bodies of ill-disciplined troops in and around Peking, and the uncertainties of what may be the results of the war with Japan, Mr. and Mrs. Murray continue quietly working on for both blind and sighted; and the school continues to be a centre of busy work of many sorts. Of course, the excessive heat and rains of the summer have been trying; and there was grave anxiety as to whether the dilapidated old house could possibly resist the storms. Happily, it proved equal to the strain. Only one part of the roof leaked; and part of the ceiling crashed down beside Mr. Murray's bed, followed by a deluge of rain. But all the rafters and supports of the house are decayed; and the whole is unsafe, so it is absolutely necessary that a new house be built before next summer. Surely, the many Christian folk in Britain and America who do their share of mission-work by proxy will not leave these good workers in peril of their lives for lack of the very moderate sum (about £600) necessary to build a solid mission house!

By the kindness of the American Methodist Mission, Mr. Murray and his family obtained for a few weeks the loan of a house in the beautiful hills west of the city, where (the first time for several years) he enjoyed a well-earned rest. But, in his anxiety to rejoin his blind students, they hurried back too soon, being the first foreigners to return. They found the whole city a picture of distress, like a saturated sponge; and one week seemed to undo all the good of the hills, the children becoming really ill. Mr. Murray writes: "Everything smells damp and sickly. The heat and wet combined produce such a steaming atmosphere that the very



typewriter is sick ! The type plate has stretched, and lies on the ink plate stiff and hard to work. It prints the letters out of line. I hope it will recover when we get dry weather."

Naturally, his main thought is devoted to the perfecting of his wonderful adaptation of his numeral-type for the use of sighted persons ; and every week he is gladdened by fresh instances of the rapidity and facility with which it is mastered by the most illiterate converts, taught solely by blind men or women, from books prepared by blind compositors for sighted printers. They have now completed printing a beautifully clear edition of the Four Gospels, several Epistles, two hymn-books, and the Union Catechism, which is used by all the missions in Peking. And Mr. Murray has the joy of knowing that each pupil taught can read each new book produced with equal pleasure, and that all acquire the art of writing ; and, upon returning to their homes in various parts of the country, they take pride and pleasure in writing careful and most accurately expressed letters to their friends at the School for the Blind.

An admirably clear pamphlet has just been published by Professor Russell of the Imperial College in Peking, explaining the numeral system, and showing the four hundred and eight Chinese sounds in four hundred and eight compartments, each containing a Chinese hieroglyphic, its pronunciation in Roman letters, the numeral by which it is represented, 1, 2, 3, 4, etc., in our figures, and the same numeral as rendered in Mr. Murray's symbol, whether by embossed dots for the blind or by visible black lines for the sighted. Thus the wonderful simplicity of the system is visible at a glance. A difficulty was at first experienced in getting this pamphlet printed, as there is no foreign superintendent at the Protestant Mission Press. Mr. Murray therefore applied to the Roman Catholic Mission, where only Frenchmen are employed. Here he was most kindly received ; and, as he could not make his wishes understood in French, they all talked Chinese, and got on famously. Of course, he had personally to correct the proofs of the English letter-press, but nothing could be more satisfactory than the execution of the whole.

Interesting as is this detail of the "Foreign Barbarians" having to adopt Chinese as their medium of communication, it is still more curious to learn that at Shanghai, and other southern ports where Chinamen from many provinces meet, those who (from having had communication with foreigners) have acquired the extraordinary language known as "Pigeon" or "Business English" actually adopt this as their sole means of communication one with another, their own dialects being so very different as to be absolutely incomprehensible one to another.

This brings me to Mr. Murray's one still unsolved difficulty. Wherever the Mandarin dialect is spoken, no matter how varied may be the manner in which it is pronounced, there Murray's books, printed in numeral type, will be read with perfect facility. And it is calculated that  $\frac{1}{8}$  of all Chinese people throughout the world do speak the Mandarin dialect. There remain, however,  $\frac{7}{8}$ , comprising the districts round Shanghai, Ningpo, Foochow, Amoy, Swatow, and Canton. All these speak dialects each different from the other and unlike Mandarin. To enable these to read from the *one version of the Bible* which Mr. Murray hopes ere long to see in use by the illiterate converts throughout the empire, it will be necessary to provide certain explanations for the use of each of these districts; and, in order to accomplish this, it will be necessary for Mr. Murray to secure natives from each, that he may carefully compare the shades of difference in their dialects. This he hopes to do at the next great examination, when students from every part of the empire assemble at Peking. He says he has no doubt whatever that a simple medium is to be found, which, when explained, will enable all to read from the Mandarin page. It certainly seems as though the man who has been guided to the solution of so many apparent impossibilities was not likely to be baffled in this final endeavor. Even now, he writes, "it is certain that we could do it in a high style of the language, but the colloquial is our just aim. It is the poor and illiterate we have to seek after." He adds: "The chief hindrance to the general adoption of the numeral type lies in the fact that the older missionaries are so wedded to

hieroglyphics that they can believe in nothing else, which results in almost all the church members remaining illiterate. This applies to all Mandarin-speaking stations. For it is only in non-Mandarin-speaking districts that the colloquial has been printed in Roman letters for the use of the people."

Seeing, therefore, the wonderful facility with which in an almost incredibly short time the most illiterate persons master both reading and writing by the new system, and the extraordinarily low price at which it will be possible to supply books prepared for them by the blind, Mr. Murray craves that the simple numeral type may forthwith be adopted by all Christian missions wherever Mandarin is spoken; and he hopes in a very short time to be able to prove it to be equally available for the remaining fraction of the population.

With the prospect of thus securing an inexhaustible supply of remunerative work for his students, both as printers and teachers, he adds: "The church can now call to the blind: 'Come. You will not be a burden to us, but a help; and we can pay you, for the laborer is worthy of his hire.' And we have proved that the system which we have to establish is of all practical things the most practical."

C. F. GORDON CUMMING.

*Crieff, Scotland.*

## THE RELATION BETWEEN MATERIAL BLINDNESS AND SPIRITUAL SIGHT.

THE position of the blind toward this world is analogous to that of the seeing toward the next. As four senses are to the fifth, so are five to the sixth. Knowledge of the beyond is acquired by standing on the highest peak attainable, and judging the unknown from the known. It is contrary to all precedent in nature to suppose that God has so planned his universe as to leave man wholly in the dark concerning future states of existence. Creation has but one pattern. The same fundamental design runs through all forms of matter and spirit. Shape, however varied, is subject to a general law of unity. The material universe from stone to star, from mollusk to man, is mimetic of the spiritual.

Indeed, matter is the very shadow cast by spirit, and betrays in darkness and density the character of its luminous archetype. Evolution teaches the human ultimate throughout the ascending scale of life; and can we logically deny that man is the forecast of a still higher being? Is the sequence of God's method to be ignored, because man, having reached the summit of material expression, grows faint-hearted, and cries out, "Lo, this is the end"? Is it possible that intelligence which perceives the coming man in the crawling worm can halt at the physical body, and doubt its spiritual counterpart? The fact that such doubt as this exists even among intelligent people shows how tenacious is the grip of matter upon the mind, and how potent must be the influence which is to loosen and shake off a hold so tyrannical.

Sight with all its glorious benefits has one great disadvantage: it tends to fix the mind on objects of the material world to the exclusion of objects in the spiritual world. This, of course, may be said of the other senses; but particularly is it true of sight, because of the greater scope and capacity of the visual organs for receiving outward impressions. Were the entire population of the earth stricken blind, materialism would be at an end. It is chiefly an eye-fed creed, for whose possession of the soul the retina is responsible. "Seeing is believing." What the eye sees, the mind believes to be true. This confidence in optical infallibility acts as an extinguisher to the spiritual vision or faculty which perceives things not material. Such vision depends upon a passive, unillumined condition, and is best attained with closed eyes. Musing, reverie, unconscious cerebration, are productive of the inward sight. Even intellectual action is facilitated by darkness or semi-gloom. It is difficult to think in a glare of light: twilight conduces to meditation. Thought itself is luminous, but of this the mind is not fully aware until relieved from external brightness. To be blind without is to see within. It by no means follows, however, that blindness is desirable; for the materialistic influence of the eyes may be offset by judicious precaution. The avenues which lead into the outer world are blessed provisions for the acquisition of material

knowledge; but they should never tyrannize over the soul, and thrust their information between it and tidings of a spiritual nature communicated from within. Man is led astray by the apparent reliability of his senses. The hardest lesson for him to learn is to distrust their report or to estimate it at its proper value. The ear is nearer unto spirit than the eye because in sound the disturbing element of light is absent. Sound is dark and susceptible to the luminiferous quality of spirit. The subject of "colored audition" lies directly in this line of inquiry.

The writer often wonders if, in the evolution of mankind, a four-sensed race was ever produced,—a people endowed with hearing, touch, taste, and smell, but all unconscious of the visual faculty, and, consequently, without knowledge of light, color, optical judgment, perspective, and the panoramic effects of nature. Would not such a race have nurtured the same scepticism toward material sunlight and the results of its influence as our five-sensed humanity nourishes toward the light of the spiritual universe? Would not those beings who first developed the fifth sense of sight be liable to as severe a persecution as the sensitives of to-day receive from their less-gifted fellow-men? Is not the modern sixth sense as legitimate a possibility as the fifth sense might have been in the era under speculation?

Perhaps the beings of that period were a two-dimensional race, as sceptical respecting the third dimension as is the present generation respecting the fourth. One thing, however, is assured: notwithstanding the limitation of our gifts, we are sufficiently endowed to recognize the omnipresent law of correspondences, and this law in itself is ample guarantee of things to come. Intelligence which cannot see the leaf in the bud — nay, in the root — is not intelligent.

Spirit dwells in matter as the blossom in the seed. Earth is a big seed, planted in the gardens of space; and earth's heaven is but the blossom unfolded from the seed. The hereafter is no hypothesis. It is not to be questioned while the principle of analogy stares us in the face. Analogy is proof positive in itself. The story of the future is told in the *Now*, will men but listen.

Personally, we feel that sight was foretold by the other senses. They teem with suggestions of the larger outlet. It is as if flavor, fragrance, feeling, hearing, were conscious, during the processes of sense-evolution, of a common deficiency, the need of a leading faculty, to give them force, direction. This consciousness found final expression in the opening of the visual organs. The eye was literally forced into being by the concentrated desire of four senses for optical leadership. Nature had worked out, as it were, four-fifths of a problem; and sight was demanded as fulfillment. In the same way it may be said that nature has now worked out five-sixths of a problem, and that the sixth sense is absolutely required for solution.

It is well known that the scales of color and music are similar in construction, and that harmony of hue is but repetition of harmony in tone. What air does for the tympanum, ether accomplishes for the cornea. Color is but music over again on a finer plane, and the eye is simply another form of ear. Flavor and fragrance have their gamuts, corresponding to those of sight and hearing. Touch, likewise, runs through a chromatic series, the varied forms in nature constituting its scale, while the vibratory theory acts as foundation for all sense-impression.

The blind are enabled to form an idea of what it is to see, from their ability to hear, feel, taste, smell. The principle employed in sensing the external world is the same for each sense organ, and the effort to see involves nothing essentially new. After all, it is not the eye which sees. Sight is not of flesh, but of spirit. If the mind be sufficiently illumined from within, stimulated by psychical perception, it is possible to see independently of the eye, or to project sight into environment. The eye is merely a pronoun, provided by evolution to act as interpreter to the soul until the real noun — the immanent spiritual discernment — is able to act for itself. According as the blind, deaf, or any others afflicted with sense-deprivation unfold spiritually, their infirmity loses in despotism. But, on the other hand, the more their attention is drawn outward away from the soul, the more despotic becomes their infirmity.

To look into this world understandingly is to look into the realm of spirit. Most persons see but the surface, the outside of nature. It is, truly, but a thin veil which intervenes between the two worlds.

HENRY W. STRATTON.

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## NOTES FROM LAUSANNE.

THE Asylum for the Blind at Lausanne celebrated on the 11th, 12th, and 13th of September the fiftieth anniversary of its foundation.

The first day was devoted to the blind of the asylum. At one o'clock a banquet brought together one hundred blind people, former and present pensioners, members of the council, physicians, directors, and all the personnel of the establishment. At 7 P.M. there was an informal *soirée*, especially for the blind Vaudois and strangers, at which there was excellent music.

The next day, Wednesday, at nine o'clock, a large and varied assemblage pressed into the court of the asylum, and in many languages complimented M. Th. Secrétan, the director of the asylum.

At 9.30 there took place in the chapel, which was ornamented with flowers and hung with portraits of the people most instrumental in founding the institution, the ceremony commemorative of that event. After religious observances an address of welcome was given by M. Gaulis, president of the administrative council.

Later in the day a concert was given by the blind in the chapel, at which the larger part of the selections — music and words — had been composed by former and present pupils of the institution.

At three o'clock the conference was opened at the Casino Theatre by M. Barthold Van Muyden, secretary of the administrative council of the asylum, who gave an interesting paper concerning its origin and development. It was founded in the year 1843 by Mlle. Elisabeth de Cerjat, William Haldimand, and Dr. Frédéric Recordon. To-day the establishment is worth about 1,390,000 francs. Its annual income is 68,000 francs; but the expense amounts to 96,000 francs, and it is thus necessary — in order to balance its accounts — that the asylum receive each year from 28,000 to 30,000 francs. The establishment grows and prospers. It is to build a workshop for women.

Dr. Marc Dufour, rector of the University of Lausanne and professor of ophthalmology, spoke next concerning the "Physiology of the Blind." He was much applauded.

M. Secrétan then read the paper of M. Bernus upon "The Prejudices of the Seeing in regard to the Blind, and of the Blind in regard to the Seeing."

He was followed by Dr. Auguste Dufour, who spoke upon "Ophthalmology and its Progress during Fifty years."

In the evening there was a banquet, at which teachers from different countries were present. Numerous toasts were given, especially by the representatives of the different cantons.

Thursday, at 9.30, the conference was resumed, M. Secrétan speaking first upon the "Pedagogy of the Blind,—its Aims, its Methods, and its Results." He declared that, "blind or seeing, man ought to do his duty, and that the first aim of pedagogy is to teach him to do it. 'Thy kingdom come,' the kingdom of God,—that is to say, the triumph of virtue, of truth, of justice,—is what all healthy pedagogy must seek. To the blind child education is more complicated than to the seeing child. The first acquires information and ideas by instruction, but remains deficient in regard to perception, as he lacks an important sense. On the other hand, he excels in reasoning, in memory, in hearing, and in touch. Thus, so far as regards the acquisition of ideas and the manner of expressing them, the blind are, on the whole, the equals of the seeing." He finished by making an appeal to the government for compulsory education for the blind, and a not less urgent appeal to the public, which thinks its whole duty has been done toward the blind when it has pitied them. "Evidently," says the *Valentin Haüy*,—from which we gather these facts concerning this celebration,—in commenting upon this paper, "the asylum at Lausanne is in good hands. The Vaudois can congratulate themselves that there is one little corner of Switzerland where all goes well."

M. Guilbeau, professor at the National Institution in Paris, succeeded M. Secrétan, and spoke concerning "Tablets and Reglets for Writing for the Blind." Without neglecting the technical part of the question, he gave a summary of the development of reading and writing for the blind, citing Valentin Haüy, Barbier, Braille, etc., from the time of the invention of tablets in 1819. This speaker read his paper by means of his fingers.

He was succeeded by M. Dussouchet, vice-president of the Valentin Haüy Association, who, as M. de la Sizeranne was prevented from attending the festival, gave his contribution upon the "Manufacture of Paper Bags."



"I will first," he said, "excuse myself for descending from the heights to which we have been carried by the preceding speakers. All that is very beautiful, very good. I sincerely admire it. But permit me a practical question: How do your blind workmen live? How do they procure food? Thus I come to my subject. This new trade is due to the intelligence and perseverance of Madame Bassot, aided by her brother, M. Jourdan, and by M. Hédé Haüy."

He then spoke of the different kinds of paper used in the manufacture of the bags, as "the reports of the House and of the Senate; the theses of the doctors; fashion and sporting journals; in short, all kinds of waste paper. Now," he adds, "our workshop is in full activity; and more than thirty workmen have already been instructed. It is near to the markets where the bags find a ready sale. At the book exposition which took place at the Palace of Industry one saw, in the hall reserved for the Valentin Haüy Association, one of our blind workmen making paper bags. At the front of the hall one read these words: 'The last use of the book.' It goes without saying," he adds, "that the making of paper bags is not a panacea,—the ideal trade to give to all the blind. No: it should be reserved for those who, deprived of sight when well advanced in life, have need of an easy trade, and one quickly learned. Let us, then," he concludes, "unite, exchange ideas, and work together, in order to give to the blind the pride, the dignity, of the workman. One must extend a hand to them, place a star in their night, and hope in their hearts. In short, one must be able to say to them: Eat, drink: you have earned it. You are really our equals and our brothers."

The next paper—on the necessity of kindergartens for the blind—was read by the founder and director of the institution "Prince of Naples."

M. Marc Dufour then spoke upon "The Influence of Scientific and Social Progress upon the Number of Cases of Blindness." "England," he said, "offers in this connection a striking example. In 1871 there were in that country 21,500 blind, or 951 to a million inhabitants: to-day there are not more than 809 to a million. Unhappily, the cases produced by nervous diseases and the frequent accidents among workmen have increased. The school," said M. Dufour, "is still more pernicious than the workshop." "An odd remark was made," comments the *Valentin Haüy*, "which was that the average of intelligence among the blind falls with the percentage of cases of ophthalmia among the newly born; in fact, that these cases of infant ophthalmia furnish the most intelligent part of the lamentable army of the blind."

The speaker added, in concluding, that statistics show everywhere a real improvement both in the prevention of blindness and in the treatment of the declared disease.

The conference was followed by a banquet at the Casino Theatre, at which one hundred persons were present. This concluded the festival.

### MIND RULES.

MORE and more the world is learning to bow before the sovereign power of mind: the strong will is surely dominating the strong hand, and the clear brain is felt to be mightier than the brawny chest. The age of the domination of physical force is rapidly passing, if it has not already wholly passed away. Finer and finer grow the issues of life. I would not seem to underrate the value of physical strength or to depreciate the noble achievements of the sturdy arm that drives the plough or swings the scythe or wields the axe; but all physical force is designed to be the servant of mind, that weighs stars, creates governments, writes epics, and composes oratorios.

You remember how the old servant of the house of Ben-Hur sat in his chair, bound there by the hopeless wreck of his physical powers, and directed the princely fleets in their prosperous voyages. If all men and women whose physical machinery has become in any manner seriously impaired could devote themselves to some intellectual pursuit, what a vast amount of waste energy could be utilized! It is quite true that not all people physically incapacitated for work are mentally qualified for employment in the realm of intellect; but vast numbers are, who are nevertheless unable to give themselves the necessary training.

Though it may not be immediately apparent to those who see, there is no physical disability which offers so little obstruction to the operations of the mind as the loss of sight, which does not of necessity prevent contact with the great world of life and thought. It is true that not all of our graduates are endowed with the mental capacity requisite for an

intellectual career, any more than all are the graduates of any other school or college ; but, if all who are could receive the preparatory training essential for such a career, what a grand thing it would be !

Authorship, pedagogy, commercial enterprises in all their various ramifications, social and political science, some of the professions, and even some departments of material science offer inviting fields to men and women whose capacity for physical labor has been seriously impaired, but whose mental capacity not only has not been diminished, but has been, perhaps, even quickened by loss of sight. But, I am asked, Are not these fields also crowded with competitors armed to the teeth with all the advantages which the faultless physical organism supplies even in the purely intellectual pursuit ? and is not greater preparation required for successful competition in these fields ? and is not such preparation attended with greater expense than any sort of manual training ? Quite true ; and it is likewise true that, if defeat and failure are the result of the struggle, the consequent pain and suffering of the defeated are correspondingly greater. For, as George Eliot has said, " Higher consciousness brings higher pain." But the world must always be better for the higher consciousness and the broader intellectual life ; and who that has once lived that higher and wider life, with all its increased capacity for suffering, would desire to return to the old narrow existence ? The possibility of giving the world a Homer, a Milton, or a Handel, is worth much wasted energy, if energy can ever be said to be wasted that is expended in the effort to make nobler types of men and women.

If some of our great philanthropists pining for an opportunity to leave some lasting memorial of their philanthropic passion would endow an institution for the higher education of the blind, to which all graduates of institutions, attaining a certain degree of excellence, could go without incurring any expense for board or tuition, if they so desired ; or, better still, if every institution could have an endowment fund, out of which its capable and ambitious graduates could receive a higher course in some of the colleges for the seeing,—for I believe that as far as possible the blind should mingle

with the seeing, both in study and in work, and avoid as far as possible anything which tends to mark them as a separate class,—how many earnest and aspiring souls now suffering from a sense of unused power would be made useful, and therefore happy! for the consciousness of being of use in the world is essential to happiness and peace of mind, and the world would be better, even though no great specific work were achieved. Every unhappy life deprives the world of a little of its natural sunshine. We have already too much unused power in the world; and the man or woman gifted with a high order of intellect, but without opportunity to put it to its highest and best use, is a reservoir of energy which the world needs.

This matter of the higher education of the blind offers golden opportunities to eager philanthropists seeking large and profitable humanitarian investments.

### THE ADULT BLIND.

THE census returns of the United States for the year 1890 show that the number of blind persons in the country at that date was 50,411. It may fairly be estimated that from 20 per cent. to 25 per cent. of those who are classed as blind lost their sight before twenty-one years of age; that is, that from 10,000 to 13,000 of those enumerated as blind are still under age, or, being adults, have been blind from birth or lost their sight during childhood.

The adult blind can therefore be divided into two classes: first, those who have become blind before reaching manhood or womanhood; and, second, those who lose their sight when they are adults.

Estimating that all persons who are blind from birth, or who lose their sight during childhood, receive a regular training in one of the many schools for the blind, it may be assumed that there are at the present time in the United States about 5,000 adults who have been properly prepared to fight the battle of life for themselves. It also appears

that 38,000 adult blind persons have received no special training to enable them to earn their own livelihood. These figures, I believe, are approximately correct ; and the question which naturally arises is, "What is the civilization of the nineteenth century doing for the blind?"

Have we a comprehensive grasp of the situation, and do we fully realize what blindness means to the great majority of those deprived of sight? On all questions respecting the welfare of the blind the public naturally look to those engaged in their education. The instructors of the blind are, for the most part, zealous, earnest men and women, filled with a desire to advance the interests of those to whom their lives are devoted. They are at the same time fully engrossed with the daily routine of their duties; and they have little time for planning and carrying out broader measures of philanthropy. Their interest in the adult blind is chiefly confined to the graduates of schools; but even here the pressure upon their time does not allow of that organized, systematic supervision so essential to the success of the blind.

In several of the States the superintendents of the schools for the blind have been instrumental in establishing workshops or industrial homes; but the establishment of these has been prompted by a desire to insure occupation for graduates rather than to meet the needs of the great army of adult blind. We must therefore recognize the fact that the superintendents of schools for the blind are fully occupied with their professional work; that is, with the supervision of the education and training of the youthful blind.

If this be true, then it is time that in each State an organization be formed for the advancement and improvement of the condition of the adult blind. The formation of these State organizations, and the carrying out of their work, should be undertaken by enthusiastic, intelligent, earnest, energetic blind men and women,—men and women full of broad, deep sympathy and practical common sense. Such an organization or association should take in hand the supervision of the graduates of the schools. A little timely help, a word of encouragement, a letter of introduction, the awakening of outside interest, or, it may be, a temporary money loan, may

often mean the difference between success and failure. This is true, not only of those who work at trades, but also of music-teachers, pianoforte tuners, lecturers, agents, etc.

Aside from this class, the association should become interested in those who lose their sight in adult life. A library of raised print books could be procured, and home teachers sent to visit the blind throughout the State. This would be a direct blessing to a large class of persons ; for not only can the adult blind be readily taught to read, but the very fact of doing something for themselves awakens anew the desire to take an active part in the duties of life.

I have frequently made the statement that there are few callings or occupations which have been successfully followed by persons with sight that could not be followed by the same persons without sight. The association should have under its control a small workshop where able-bodied men between twenty and forty years of age could be properly trained in some suitable trade. When trained, each man should return to his home or be settled in the locality which offers the best market for that which he produces.

This idea will not find favor in the eyes of those who advocate working homes for the blind. It may be claimed that under the former system the energetic, intelligent workman would succeed, but that the workman who is less liberally endowed with energy and intelligence would fail. This claim is partly true, but is equally true of the same class of workmen in industrial homes for the blind. Such homes are seldom successfully founded without State and charitable aid. If the money thus contributed, instead of being used for the erection of costly buildings, could be funded, and the interest applied to supplementing the earnings of the less intelligent workmen, the problem of employing the adult blind would be satisfactorily solved. The disadvantages of congregating the blind would be overcome ; and the workmen would individually become broader and probably better men from their contact and association with those blessed with sight. My experience teaches me that the congregating of adult blind persons is far from idealistic in its results, whereas, under careful supervision, the separat-

ing system is advantageous alike to the individual and to the community at large.

The question discussed in this paper is a large one, and it is one that appeals strongly to our common humanity. The work is a grand one; and I would that I could inspire a score or more of sympathetic, broad-minded men and women, so that, by their exertions, each State in the Union might have its association working for the welfare of those who are shut off from the glorious light of day, but whose hearts and minds yearn for occupation, and who only wait, dear reader, for you to take definite action in this matter.

Truly, "the harvest is great, but the laborers are few."

C. F. FRASER.

*Halifax, N.S.*

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## BRUSH-SLOYD AT THE INSTITUTION FOR THE BLIND, HELSINGFORS, FINLAND.

THIS branch of sloyd has been taught several years at our school. One of our former pupils went, after his graduation, to St. Petersburg, Russia, in order to study this kind of work at the Institution of the Empress Maria, as we had learned that it was thoroughly taught in that establishment. On his return to Finland he became a teacher of brush-sloyd at the Institution for the Blind in Helsingfors, and was very successful.

Later another of our graduates went to Sweden to study the same work at the School of Trades for Blind Persons at Kristinehamn, and is now sloyd teacher in our school.

In this manner we have endeavored to obtain both from the East and from the West the best that could be had in the line of experience, thus laying at our institution a good foundation for the teaching of brush-sloyd. We have been told that the manufacture of brushes is particularly well developed at Kiel, Germany; but no one from here has as yet been there.

Our pupils make the following kinds of brushes: scrub-brushes, bath-brushes, floor-brushes, shoe-brushes, horse-

brushes, cloth-brushes, carpet-brushes, nail-brushes, shoe-brushes with handles, hair-brushes, furniture-brushes, table-cloth-brushes.

The chief idea in this kind of work is that the pupil should make every bit of each article himself. By preparing the wood-block for the brush, the children learn the use of the following tools : the hammer, the pincers, the saw, the awl, the knife, the planing-bench and the plane, the drill, the chisel, the file, the mortise-chisel, the veneering iron, and the scraping-iron.

Like all others, this branch of pedagogical sloyd has a distinct educational purpose ; and through its agency the blind pupils' sense of touch is sharpened. Communication between their brains and fingers becomes closer ; their feeling of independence grows stronger ; their manual dexterity develops steadily ; and, last but not least, they learn thoroughly a trade by means of which they can support themselves, and that is something they can never do by wood sloyd alone. They begin with brush-making at ten years of age, and continue until they graduate, when about eighteen years old.

Preparatory lessons familiarize the pupils with such materials as are used for different kinds of brushes,—namely, rice root, coarse grass, vegetable and woody fibre, cane bast, bristles, and horse-hair,—and also with the perforated piece of wood upon which the binding is fixed. At the beginning they are not able to prepare this piece ; and, when they are making their first brush, a coarse scrub-brush, the back is put in their hands already cut and perforated, and they have only to do the binding. For this purpose brass wire or twine can be used. If the latter, a hook is employed to pull the twine through the holes. At these first steps the back of the brush consists of a single piece of wood, as the pupils are not yet prepared to do veneering.

After having thus made scrub-brushes and bath-brushes of various kinds, the pupils are set to broom-making ; and they learn the simplest kind of veneering by nailing the brooms. After that they return to scrub-brushes and bath-brushes ; but now they themselves have to prepare the wooden piece



that forms the back of the brush. By so doing they become familiar with the use of the saw and the awl, and the shape is usually cut after a design. Then they bore holes through the wood with a special drill which they received from the Institution for the Blind at St. Petersburg.

After this shoe-brushes are made, and glue is used, as the veneering at this step is done by gluing. For practical use there is a gluing-box into which both parts that form the back of the brush are pressed by a twinge.

The making of horse-brushes and cloth-brushes forms the upper steps in the acquisition of this branch of sloyd. Nail-brushes are sometimes made in the same simple way as are bath-brushes; but they are generally made with double pieces of wood. In the latter case the veneering must be nailed as well as glued, as these brushes are used in water. They are sold extensively to our hospitals.

Our more advanced pupils work not only on hair-brushes, furniture-brushes, and table-cloth-brushes, but also on shoe-brushes with handles. These require greater skill than the others. As the edges are curved, the children cannot get along with the saw alone, but must use the chisel, the knife, the file, etc. Even in the gluing process, brushes with handles require more work, because the gluing-box cannot be used for them. At the Institution for the Blind in St. Petersburg, they use, to make the veneering for such kinds of brushes, several small pairs of pincers; but at the working home for the blind in Kristinehamn they make it by fixing the brushes on a board, and pressing them with heavy weights. The latter way is adopted in our school.

In order to give the brushes a fine appearance, the scraping-iron, sandpaper, and varnish are used.

The brushes made by our blind pupils compare most favorably with those made by seeing persons; and, notwithstanding the great competition in our brush market occasioned by the well-made Russian brushes, those manufactured at our institution always sell well.

ANNA MOLANDER.

## COMPULSORY EDUCATION.

THE subject of compulsory education as applied to the deaf and the blind is now receiving considerable attention. A law has just gone into operation in Great Britain, making the education of these classes compulsory ; and several States of the Union have enacted laws of the same tenor. To all who are familiar with the culpable neglect of parents in availing themselves of these priceless advantages offered by the State for ameliorating the condition of their unfortunate children, such legislation not only seems desirable, but demanded by every consideration of justice and humanity. That the State should erect these schools, and support them at a heavy annual cost, and then leave it optional with the parents to say whether their children shall have the benefit or not, is certainly an illogical position. We would not compel them to send their children to the institution, provided they are able to have them educated at home ; but it is clearly the duty of the State to see to it that they are educated somewhere, for it is only by means of education that they can become intelligent, independent, self-sustaining citizens. We give below a copy of the Ohio law on this subject, which seems to meet all the requirements of the case : —

“Section 10. The provisions of this act shall apply to children entitled, under existing statutes, to attend school at the institution for the deaf and dumb or the institution for the blind, so far as the same are properly enforceable. Truant officers shall, within sixty days after the passage of this act, and annually between the 1st day of July and the 1st day of August, report to the probate judges of their respective counties the names, ages, and residence of all such children between the ages of eight and eighteen years, with the names and post-office address of their parents, guardians, or persons in charge of them ; also a statement whether the parents, guardian, or person in charge of each child is able to educate and is educating the child, or whether the interests of the child will be promoted by send-

ing it to one of the State institutions mentioned. Upon information thus or otherwise obtained, the probate judge may fix a time when he will hear the question whether any such child shall be required to be sent for instruction to one of the State institutions mentioned, and he shall thereupon issue a warrant to the proper truant officer or some other suitable person to bring the child before such judge at his office at the time fixed for the hearing; and shall also issue an order on the parents, guardian, or person in charge of the child, to appear before him at such hearing, a copy of which order, in writing, shall be served personally on the proper person by the truant officer or other person ordered to bring the child before the judge. If, on the hearing, the probate judge is satisfied the child is not being properly educated at home, and will be benefited by attendance at one of the State institutions mentioned, and is a suitable person to receive instruction therein, he may send or commit such child to such institution. The cost of such hearing, and the transportation of the child to such institution, shall be paid by the county after the manner provided, where a child is committed to a State reformatory under Section 8 hereof; provided, nothing in this section contained shall be construed to require the trustees of either of the State institutions mentioned to receive any child not a subject to be received and instructed therein, under the laws, rules, and regulations governing such institutions." — *The West Virginia Tablet*.

## AT HOME AND ABROAD.

## ALABAMA.

We have 63 pupils on our rolls, and dates set for 4 new pupils to come.

We have 36 boys, the largest number ever enrolled in any one term.

Our shop boys are making cotton mats to be used with the parallel bars. Mat-making is something new to the boys, but they make the mats as if they were "old hands." — *The Messenger*.

## BELGIUM.

M. SIMONON, director and founder of the Institution for the Young Blind of Ghlin-lez-Mons (Belgium), is organizing in this city a "Philanthropic League for the Benefit of Blind Workmen." The fee is one franc per year. — *The Valentin Haüy*.

## COLORADO.

DR. PHILLIP G. GILLETTE, President of the American Association for the Promotion of Speech for the Deaf, spent several days of last week with us. Though his interests lie with the deaf, still he visited all departments of our School for the Blind, and one morning, in the chapel, gave a delightful talk on Helen Keller and what she saw at the World's Fair in Chicago. I think he dispelled a good deal of scepticism among our pupils who had heretofore more than half believed Helen's achievements were all a charming fairy tale, to be taken *cum grano salis*.

For the first time piano-tuning has been added to the occupations taught our pupils.

We graduate our first class from our literary department this year.

Four of our blind girls, accompanied by a teacher, and fortified with stout alpenstocks and well-filled lunch-baskets, recently walked from Manitou to the Half-way House on Pike's Peak. There they made a climb of five hundred feet to a point called Grand View, where, through their teacher's eyes, they saw the beautiful panorama of cañon, sky and plain, which well repaid them for their climb.

## ENGLAND.

DR. WILLIAM MOON, the famous blind philanthropist, who has just died at Brighton, England, lost his sight when he was twenty-one. He at once set about learning the systems of reading for the blind then in vogue; but, finding them all imperfect, he invented a new system, which is now widely used in institutions for the blind. The alphabet in his system consists of only nine characters, placed in various positions. They are composed of the simplest geometrical figures. His success in this direction determined him to devote his life to the welfare of the blind. Languages were his especial study, so that he might give all nations the advantage of his alphabet. During the fifty-five years of his blindness he adapted his embossed alphabet to 476 languages and dialects, and his books have circulated all over the world. The number of volumes issued in his type up to the close of 1892 was 194,993. He also wrote music for the blind, and drew embossed geographical and astronomical maps, as well as pictures. He established numerous free lending libraries and home-teaching societies for the blind.—*Exchange*.

MR. E. R. SCOTT writes from Church House, Weybridge, England, "We are at present seriously considering having a Hall Stereotyper, and shall most likely get one next year."

DR. F. J. CAMPBELL writes from the Royal Normal College, England: "I have now been back a month. The work is endless. We have opened three extra houses. We have between 40 and 50 new children, and more are coming. We have 197 boys and girls."

## FRANCE.

BEGINNING from the first of November, the general secretary of the Valentin Haüy Association receives at the general secretary's office, 14 Avenue de Villars, Wednesdays and Fridays, from 2 to 4 o'clock. In order to be sure of meeting him other days or at other hours, it is necessary to arrange in advance for a special time. He is happy to have an opportunity of conversing with French or foreign teachers passing through Paris.—*The Valentin Haüy*.

M. CANTALOUBE, a blind brush-maker of Figeac, a former pupil of the industrial school of the Society of the Workshops for the Blind, Jacquier Street, Paris, was awarded a gold medal at the exposition of Arcachon (Gironde).—*The Valentin Haüy*.

## GERMANY.

THE Municipal Institution for the Blind of Berlin is an interesting specimen of a day-school for the blind of all ages. It now has 130 pensioners, of whom 54 take the primary courses. Young orphan girls, scattered over the city by the arrangements for orphans, conduct these little blind people to school, and take them back again to their families. This institution has been in existence fifteen years. Out of class hours the children live at home.

70 adults learn a trade, and exercise it in a special department. *The Valentin Haüy.*

## MICHIGAN.

TUESDAY evening, November 6, the pupils of the Michigan Institution who chose to manifest an interest in political matters went through the form of voting for the parties of their respective preference, using ballots written in Braille or New York point. The result, canvassed by some of their own number, gave a total of fifty-eight ballots, of which five were Prohibitionist, thirteen Democratic, and forty Republican, thus showing a marked increase over the Republican majority of two years ago, and, in a general way, fairly foreshadowing the returns of that day's general election.

Mr. J. P. Hamilton, of Grand Rapids, chairman of the executive committee of an incipient alumni association, recently visited the school, and, after a conference with two other members of the committee and with the superintendent, decided to take further steps looking to the holding of a reunion in Lansing in June next.

The Mutual Improvement League, a copy of whose constitution was forwarded by order of the association to each American institution in April last, has decided to give a dime entertainment at the school on the evening of December 17, Whittier's birthday. Its funds raised in this way are sometimes used for the purchase of tickets to enable its members to attend entertainments in the city. Its manuscript periodical, *The League Echo*, continues fortnightly to amuse the society and the household.

The school, under Superintendent E. P. Church, is in a very healthy and prosperous condition; and the quantity and quality of work being done here has never been surpassed in the history of the institution.

A. M. S.

## MISSOURI.

A CORRESPONDENT writes from St. Louis, "Our school is better than ever in its history." He adds, "We have just received our new stereotyper, and shall put another blind girl to work."

## PENNSYLVANIA.

WE have received from the Philadelphia School for the Blind a program of a concert recently "given wholly by our pupils in aid of the Jno. B. Stetson mission." We notice, among other selections, two choruses, a solo, and a glee, by Mr. Geibel.

## SOUTH CAROLINA.

At the last session of the legislature provision was made for a commission to report upon a plan for a separate institution for the education of the blind and the cost, with a view to devoting the State Institution for the Deaf, Dumb, and Blind at Cedar Spring to the education of the deaf and dumb alone. Not very much has been said about the matter, and it is really not known who are the members of the commission. It will meet here on the 18th of this month. Columbia wants the Institution for the Blind. It is not known what other places are anxious to secure it.— *Col. Cor. News and Courier*.

The question of erecting and equipping a separate school for the blind will be submitted to the next legislature. The time has arrived when this subject demands attention. There is no reason, save that of economy, why the deaf and blind should be educated together. The interest of each class could be best promoted in separate schools. Nearly all of the States have separate schools for the deaf and blind, and it will not be long before South Carolina will have either to enlarge the present institute or provide elsewhere another for either the deaf or blind. We do not question the State's liberality in this direction, and we hope the legislators will feel that she is able to effect a separation at once. *The Palmetto Leaf*.

## SWITZERLAND.

DURING the recent festival at Lausanne M. Martuscelli took advantage of the large numbers of visitors, in order to show and explain an ingenious reglet of his invention, which permits the blind to reproduce the musical notation of the seeing.— *The Valentin Haüy*.

## UTAH.

THROUGH a recent act of the legislative assembly of Utah a department of instruction for the blind has been added to the School for the Deaf and Dumb, under the administration of the State University, of which Dr. J. E. Talmage is president.

## WISCONSIN.

THE Wisconsin School for the Blind opened September 12 with an attendance of 102. Several of the former pupils are now residing in other States,—one being in the Iowa College for the Blind, and two in the Colorado School.

The entire corps of teachers has returned, and one new teacher has been added.

A few changes have been made in the course of instruction. In the first and fourth grades observation classes have been started, which hereafter will be an important factor in the educational system of the school. Richard T. Ely's "Outlines of Economics" has been added to the high school course, while in the handicraft department mattress-making is successfully carried on.

During the summer vacation the water supply system of the school was changed. Formerly the water had to be pumped from wells into tanks at the top of the building, and from thence distributed throughout the premises; but during vacation arrangements were made by which the school became connected with the city water-works.

The school has a new printing apparatus, consisting of type in the New York point system, a press, and all the other requisites for an ordinary printing outfit. This is in charge of one of the former pupils, and is found to be quite a help in carrying on the class-work of the school. The printer is kept busy in printing supplementary work for the classes, no book work being undertaken.

*Edward Weller.*



## EDITORIAL NOTES.

It is with reluctance and regret that we announce the suspension of *The Mentor* with this issue. An unavoidable increase in the cost of its publication has not been met by a corresponding increase of income, and the publisher does not feel justified in undertaking to meet this extra expense without more substantial aid than has been offered.

*The Mentor* has been your faithful servant, obedient to your bidding, always having your interests in mind, always bringing you the best at its command. Sometimes having to say, "Silver and gold have I none," but always adding, "Such as I have give I thee." And we must remember that Peter's gift was worth much more to the recipient than would have been the precious metals.

Ever ready to bear your messages, *The Mentor* has taken many long journeys, not only in our own land, but to far distant countries, making the circuit of the globe, and carrying everywhere words of cheer, valuable information, and helpful suggestions.

Through information found in the columns of this magazine and furnished by correspondence, embossed printing has been introduced into Japan.

China owes to *The Mentor* a stereotype-maker, writing machines, and a knowledge of modern apparatus and methods which, combined with Mr. Murray's wonderful numeral system, must surely effect marvellous improvement, not only in the condition of the blind, but also of the seeing of the Celestial Empire.

Australia has also been benefited, and Germany and England, to say nothing of our own country; and all this in four years, and during a period, moreover, of financial depression scarcely equalled in our history.

And now, after much thought and many struggles, *The Mentor* bids you farewell. It would gladly have served you yet for many years, growing in your service from childhood to a lusty youth and a ripe and wise old age. But it is not to be; and it bids you, therefore, God-speed and farewell.

\* \* \*

WE are indebted to Mr. William Harris of Leicester, England, for a copy of an interesting book, "An Essay on the Instruction

and Amusements of the Blind," by Dr. Guillié. Reprinted in 1894, it was originally printed in Paris in 1819, at the Royal Institution, by the blind themselves, "thereby serving," says the translator, "as a practical illustration of the efficacy and value of the labors of the benevolent author."

The book, which is profusely illustrated, is divided into three parts,— "General Considerations on the **Genius** and Character of the Blind," "Biography of Blind Persons Illustrious in the Sciences and Arts," and "Instruction of the Blind."

The first chapter of part one is devoted to the consideration of the question, "Whether the Loss of one Sense turns to the Advantage of the Others." The second chapter treats "Of the Memory of the Blind," and in the third chapter Dr. Guillié sums up his conclusions.

"I think," he says, "I have sufficiently proved that the loss of one sense does not turn to the profit of the others; but, if there be no physical compensation, Providence has not left them [the blind] entirely without compensation, and has endowed them with a great fertility of imagination and much rectitude of judgment."

Chapter five is given up to a consideration of the "Parallel between the State of the Blind and that of the Deaf and Dumb,"— a question which Dr. Guillié thinks it unnecessary to discuss at length, as he quickly arrives at the conclusion that the blind have advantages over the other class mentioned.

The second division of the book treats in chapter one of various blind men illustrious in the sciences, and devotes considerable space to the well-known mathematician, Nicholas Saunderson, giving a detailed description of his calculating board. An illustration of his tables is also presented.

The second chapter of this division, treating "Of the Blind who have distinguished themselves in the Practice of the Arts," offers encouragement to those who aspire to excellence in this direction.

The third division of the book is devoted to the general topic of the "Instruction of the Blind," which is subdivided into "Instruction" and "Manual Labor Common to Both Sexes."

The chapter "Games of the Blind" is devoted to cards, chess, and draughts, and a method for distinguishing cards is indicated by a cut.

As will be seen by the foregoing outline of its contents, this book deserves careful reading by the blind, as well as by those interested in their welfare.

MR. G. G. FURNEL, Master at Perkins Institution, Boston, informs us that he has patented his device for enabling the blind to read ordinary ink print, a description of which was given in the October issue, under the heading "Editorial Notes."

\* \* \*

DR. SIBLEY, of the Missouri School for the Blind at St. Louis, sends the following additional list of his publications in American Braille:—

Advanced Speller.	Philip II. of Spain.
Primary Speller.	Enoch Arden.
Science Primers. Introduction.	Study of English Literature. Farrar.
Science Primers. Geology. 2 vols.	Deserted Village.
Science Primers. Physics. 2 vols.	Friendship. Emerson.
Science Primers. Physiology. 2 vols.	As You Like It.
Science Primers. Physical Geography. 2 vols.	Constitution of the United States.
	S. S. Lessons, Weekly.

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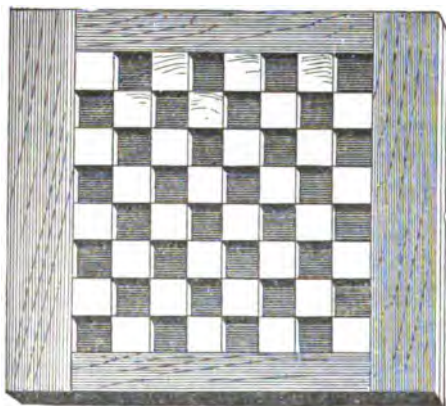
BOUND volumes of *The Mentor* for the years 1891, 1892, and 1893, can be obtained from J. W. Smith, Publisher, 37 Avon Street, Boston, Mass. Price per volume, with library binding, leather back and corners, \$1.50; unbound volumes, \$1. These will be sent postpaid on receipt of price. There should be a copy of this magazine in every public library, and in the possession of every person, seeing or blind, interested in the cause to which the magazine is devoted. Only a limited number of these sets are to be had; and, as this is a unique publication, an early reply is advisable in case the volumes are desired.

#### SUBSCRIBERS WANTED.

CLARENCE E. HAWKES, better known as "the blind poet of New England," will collect three hundred of his most popular poems for publication in a volume next September. The book will be elegantly illustrated by Elbridge Kingsley of international reputation. Mr. Charles Hallock, formerly of Harpers, will write a biographical sketch for the volume. Three hundred subscribers to the book are needed to insure its financial success; and any one wishing to secure a unique volume, and assist the young author, is invited to send his name and address to Mr. Hawkes at Hadley, Mass. The cost of the book will be about \$1.25.

# SCHOOL APPLIANCES AND GAMES

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**W**E wish to call attention to the new Monthly Magazine for the Blind, which was started in January last, entitled "The Braille Leader," published by N. B. Kneass, Jr., of Philadelphia, a notice about which has already appeared in the columns of "The Mentor." The periodical is in the "American Braille" print. The key to the system will be found on the back cover of each number. Contractions and abbreviations are ignored; that is to say, the system of "full spelling" has been adopted, though later it may be thought best to make a change in this respect. Thus far every number contains eight pages; but, when the subscription lists will justify, the issue shall be enlarged one-fourth ( $\frac{1}{4}$ ), or, in other words, ten (10) pages per number shall be furnished, without change of price. Before such enlargement is made, however, there should be at least one hundred (100) subscribers listed. Half that number has not yet been secured. It will readily be understood that the cost of a small edition is greater in proportion than the cost of a large edition; and hence, when the list grows, pages can be added to the publication without increasing the subscription price, which is \$2.00 per year, post free; sample numbers, 20c.

"The Point Print Standard" is the title of another periodical published by Mr. Kneass. It is in the "New York Point" system, and is issued every second month, for \$2.50 per annum, post free; sample numbers, 45c.

"Kneass' Philadelphia Magazine for the Blind," a semi-monthly in line print, \$3.50 per annum, post free; samples, 30c. Is in its twenty-eighth (28) year.

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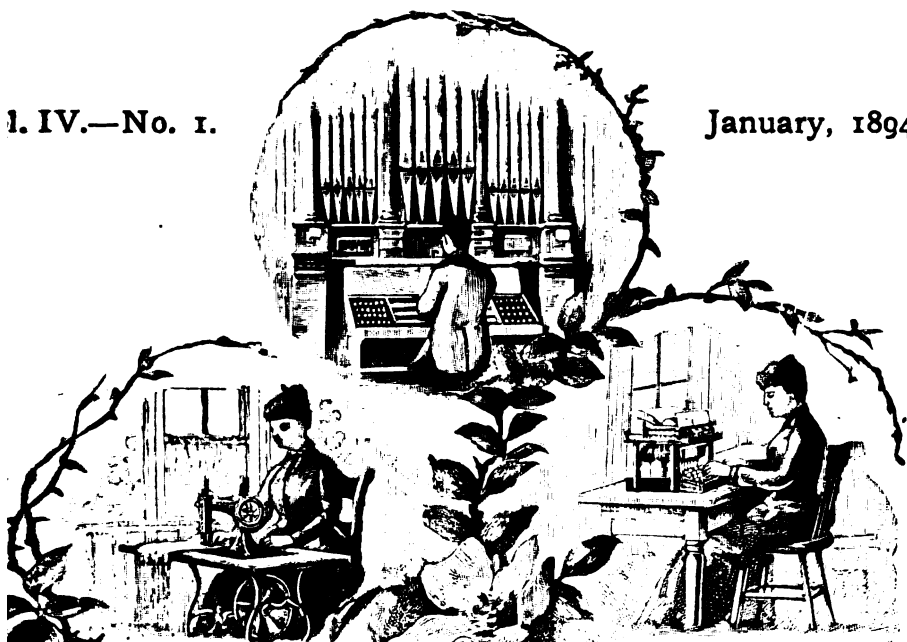
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**PUBLISHER FOR THE BLIND**

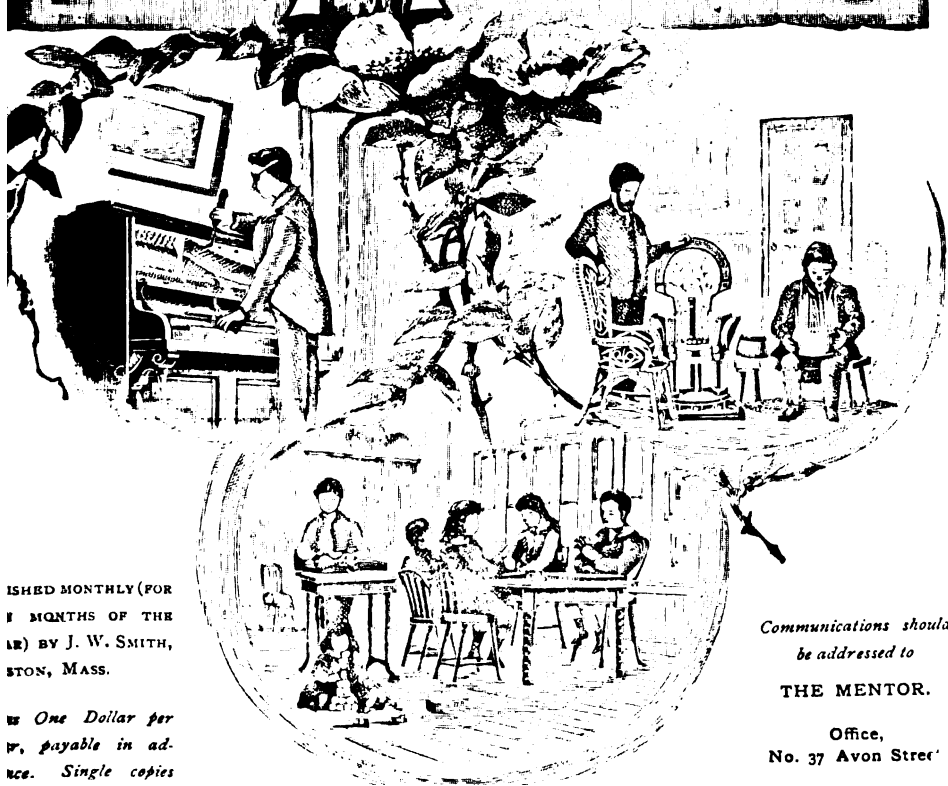
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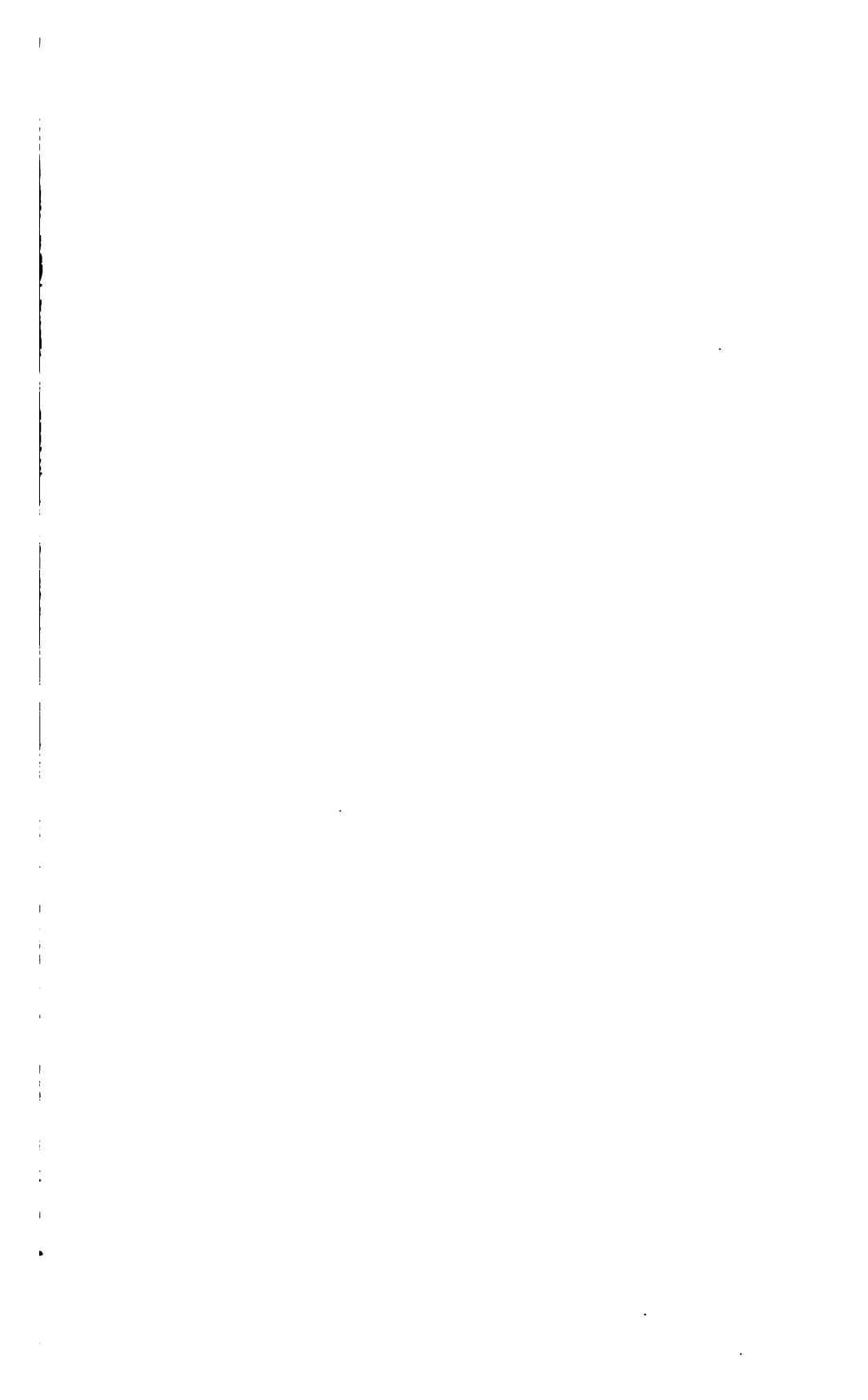
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